DOCUMENT RESUME

ED 435 587 SO 031 422

AUTHOR	Pinhey, Laura A., Ed.
TITLE	Resources on Hot Topics in the Social Studies.
INSTITUTION	ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	1999-00-00
NOTE	119p.
CONTRACT	ED-99-CO-0016
AVAILABLE FROM	ERIC Clearinghouse for Social Studies/Social Science Education, Indiana University, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408. Tel: 800-266-3815 (Toll Free); Web site: <http:www.indiana.edu/~ssdc/eric_chess.htm>.
PUB TYPE	ERIC Publications (071) -- Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; *Citizenship Education; Elementary Secondary Education; *Global Education; *Law Related Education; *Multicultural Education; *Social Studies
IDENTIFIERS	ERIC Digests; *National Council for the Social Studies; *Scope and Sequence

ABSTRACT

This compilation of annotated bibliographies focuses on current popular and important topics in social studies education. The bibliographies, drawn from the ERIC database of education-related literature, include recent (mostly 1994-1998) citations with abstracts from the National Council for the Social Studies (NCSS)-published journals, "Social Studies and the Young Learner" and "Social Education." The broad field of social studies/social science education has many "hot topics" that engage and challenge practitioners and researchers. Five categories of current discourse and debate are discussed in this volume. They are: (1) global education; (2) multicultural education; (3) law-related education; (4) scope and sequence; and (5) citizenship education. In addition to the bibliographies, ERIC Digests on related topics are included. Information on how to obtain the journal articles and documents listed in the ERIC Database and on how to submit documents to ERIC (including an ERIC Reproduction Release Form) is provided. (LB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 435 587

Resources on Hot Topics in the Social Studies

Laura A. Pinhey, Editor

SO 031 422

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ERIC Clearinghouse for Social Studies/Social Science Education
1999

BEST COPY AVAILABLE

Resources on Hot Topics in the Social Studies

Laura A. Pinhey, Editor

ERIC Clearinghouse for Social Studies/Social Science Education
1999

Ordering Information:

ERIC Clearinghouse for Social Studies/Social Science Education
(ERIC/ChESS)
Indiana University
2805 East Tenth Street, Suite 120
Bloomington, Indiana 47408-2698
Telephone: 812/855-3838
Toll-free: 800/266-3815
FAX: 812/855-0455
E-mail: ericso@indiana.edu
World Wide Web: www.indiana.edu/~ssdc/eric_chess.htm

This project has been funded at least in part with Federal funds from the U.S. Department of Education under contract number ED-99-CO-0016. The content of this publication does not necessarily reflect the views or policies of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S.

ERIC

ERIC (Educational Resources Information Center) is the education information system sponsored by the National Library of Education and the Office of Educational Research and Improvement within the U.S. Department of Education.

Contents

Introduction 1

An Overview of Five Hot Topics 4

Global Education 11

Multicultural Education 32

Law-Related Education 49

Scope and Sequence 71

Citizenship Education 74

Appendices 105

- Appendix A How To Obtain the Journal Articles and Documents Listed in the ERIC Database 106
- Appendix B Submitting Documents to ERIC 108
- Appendix C ERIC Reproduction Release Form 110

Introduction

This volume is a compilation of annotated bibliographies on current popular and important topics in social studies education. The bibliographies, drawn from the ERIC database of education-related literature, include recent (mostly 1994-1998) citations with abstracts from only the National Council for the Social Studies (NCSS)-published journals, *Social Studies and the Young Learner* and *Social Education*. In addition to the bibliographies, several ERIC/ChESS Digests on related topics are included.

The topics of the bibliographies were selected based on the questions most frequently posed to the NCSS Information Services department and the ERIC/ChESS User Services division, both of which respond to thousands of information requests annually from teachers, students, parents, education administrators, researchers, policymakers, and the general public. It should be noted these bibliographies are just a sampling of the materials listed in the ERIC database and published in *Social Education* and *Social Studies and the Young Learner* on these topics. The ERIC database contains citations with abstracts to hundreds of additional journal articles and documents on the topics covered in this book and on many other topics in education.

The ERIC Database

The ERIC database contains more than one million citations with abstracts to journal articles, teaching and curriculum guides, conference papers, research reports, bibliographies, books, and other materials, all pertaining to education. The ERIC database is available free for searching in many large public and university libraries and on the Internet. ERIC Resource Collections, which provide access to ERIC resources such as the ERIC database, collections of ERIC documents on microfiche, and the *Thesaurus of ERIC Descriptors*, are located at libraries and other institutions worldwide. To find out the location of the ERIC Resource Collection nearest you, search the *Directory of ERIC Resource Collections* on the World Wide Web at <www.ed.gov/BASISDB/EROD/eric/SF>, or call ACCESS ERIC at 1-800-LET-ERIC (538-3742). To search the ERIC database on the Internet, point your World Wide Web browser to this collection of links to sites providing ERIC database access, courtesy of the ERIC Clearinghouse on Assessment and Evaluation: <ericae.net/search.htm>.

The ERIC System

The ERIC database is at the heart of the largest, oldest education information system in the world, the ERIC system. Sponsored by the U.S. Department of Education and the National Library of Education, the ERIC system is a nationwide network of 16 subject-oriented clearinghouses and several support components working together to improve U.S. education by increasing and facilitating the use of educational research and information to improve practice in learning, teaching, educational decision making, and research, wherever and whenever these activities take place.

The ERIC Clearinghouses

Each of the 16 clearinghouses in the ERIC system specializes in a broad subject area as it relates to education. The clearinghouses monitor the literature of their broad subject areas and contribute bibliographic citations with abstracts for that literature to the ERIC database. In addition to building the ERIC database, the clearinghouses provide a variety of services and products, most for free or a nominal fee. The Clearinghouses answer questions in their subject areas and about the ERIC system using the ERIC database, the Internet, and a variety of other print and electronic sources; develop news bulletins, bibliographies, guides on using ERIC, and other free or inexpensive materials; publish handbooks of materials for classroom use, monographs on important topics, bibliographies, and ERIC Digests; and maintain extensive World Wide Web sites, electronic journals, listservs, and other electronic resources on their broad subject area or on topics within their subject scope.

For a complete list of ERIC Clearinghouses and their respective subject scopes, contact:

ACCESS ERIC
2277 Research Boulevard, 7A, Rockville, MD 20850
Telephone: 301/519-5789
Toll-free: 800/LET-ERIC
FAX: 301/519-6760
E-mail: accesseric@accesseric.org
Web: http://www.accesseric.org

The ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS)

ERIC/ChESS monitors the literature and developments in and publishes materials on the teaching and learning of the social studies, including history, geography, economic education, and civic education; social sciences, including anthropology, archaeology, sociology, social psychology, and political science; art, music, and architecture; philosophy, law, and international education; and gender equity and social bias/discrimination.

In addition to helping build the ERIC database, ERIC/ChESS offers a variety of products and services. ERIC/ChESS responds to questions within our subject scope as well as general questions about the ERIC system; maintains an extensive World Wide Web site at <www.indiana.edu/~ssdc/eric_chess.htm>; annually publishes eight or more ERIC Digests, brief introductions to current topics of interest to educators, plus a bibliography of related resources; publishes resource guides, lesson plan collections, bibliographies, teaching guides, and scholarly analyses, all listed in our free catalog; publishes a biannual electronic newsletter, *Keeping Up*, which includes news on developments in the ERIC system, ERIC/ChESS, and social studies, social science, art, and music education; and, for the cost of travel and per-diem expenses, presents workshops on a variety of topics, including the services of the ERIC system and

ERIC/ChESS, how to search the ERIC database, and more.

ERIC/ChESS
2805 East Tenth Street, Suite 120
Bloomington, Indiana 47408-2698
Telephone: 812/855-3838
Toll-free/TDD: 800/266-3815
FAX: 812/855-0455
E-mail: ericso@indiana.edu
World Wide Web: http://www.indiana.edu/~ssdc/eric_chess.htm

The National Council for the Social Studies (NCSS)

Founded in 1921, National Council for the Social Studies has grown to be the largest association in the country devoted solely to social studies education. NCSS engages and supports educators in strengthening and advocating social studies. With members in all 50 states, the District of Columbia, and 69 foreign countries, NCSS serves as the umbrella organization for elementary, secondary, and college teachers of history, geography, economics, political science, sociology, psychology, anthropology, and law-related education. Organized into a network of more than 110 affiliated state, local, and regional councils and associated groups, the NCSS membership represents K-12 classroom teachers, college and university faculty members, curriculum designers and specialists, social studies supervisors, and leaders in the various disciplines that constitute the social studies. NCSS can be contacted at:

National Council for the Social Studies
3501 Newark St., NW
Washington, D.C. 20016-3167 U.S.A.
Telephone: 202/966-7840
FAX: 202/966-2061
E-mail: ncss@ncss.org
World Wide Web: http://www.ncss.org

About the Editor: Laura Pinhey is the Coordinator of User Services and Products for the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS). She earned a Bachelor of Science in English from the University of Southern Indiana and a Master of Library Science from Indiana University.

An Overview of Five Hot Topics

by John J. Patrick

The broad field of social studies/social science education is full of "hot topics" that engage and challenge practitioners and researchers. Five categories of current discourse and debate are:

- global education
- multicultural education
- law-related education
- citizenship education
- scope and sequence

These five "hot topics" are treated in this volume, which includes annotated bibliographies drawn from the ERIC database. The five "hot topics" were identified on the basis of inquiries by users of the services of the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS) and the National Council for the Social Studies (NCSS). This overview defines the five "hot topics" in this volume and discusses their significance in the field of social studies/social science education.

Global Education

Global education "emphasizes the commonalities and connections among human beings and recognizes human differences and uniqueness" (Anderson 1994, 3). A recent publication of the National Association of Elementary School Principals affirmed the central importance of an international and global perspective in the curriculum of schools (Taylor 1997). In support of an international and global perspective in education, this volume included several position statements from leading professional associations. Three examples are presented below:

- The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tensions between national interests and global priorities.
  —National Council for the Social Studies

- Our lives are part of a global community—one joined by common economic, social, cultural, and civic concerns. Education in the United States must prepare us to participate in this global community.
  —Council of Chief State School Officers

- Schools must provide young people opportunities to (a) develop an awareness and appreciation of other cultures; (b) understand the interdependence of the world's people; and (c) recognize that the world is becoming one interactive economic and social system.
  —National Association of State Boards of Education

The preceding statements indicate a trend in education toward recognition that if we would educate students to comprehend and cope with social reality, then we must emphatically bring an international and global perspective to the school curriculum. If not, our students will neither understand nor deal effectively with the most fundamental economic, social, and political forces shaping their lives today, which are bringing peoples and places of our world into relationships of unprecedented interdependence. There is no escape from this worldwide phenomenon, only the choice of whether or not to try to comprehend and cope with its challenges.

The United States is inextricably connected to peoples and places throughout the world. Events in far-away places involving peoples of very different cultures and civilizations inevitably influence the United States, and this global impact on Americans is pervasive and continuous. Global educators emphasize that if young Americans would be educated adequately for productive and fulfilling lives in the world of today and tomorrow, their education must be informed by a global perspective.

The globalization of social studies education requires at least prominent places in the school curriculum for world geography and world history. Most social studies educators seem to agree, and the new state-level content standards prominently include world geography and world history. Both subjects are treated more extensively in the school curriculum today than they were during the 1980s or before. This trend is supported by the established place of geography in the schedule of the National Assessment of Educational Progress (NAEP) and the new place proposed for world history, which is on the NAEP schedule for the first time (2005, if present plans are maintained).

Multicultural Education

Multicultural education tends to be advocated in tandem with global education. Its proponents seek inclusion in the curriculum of long-neglected groups that have suffered discrimination. Most advocates of multicultural education wish to fully democratize and legitimize the political and social system of the United States, not to overturn and replace it with a radical alternative.

Multicultural educators emphasize cultural pluralism as an existing and desirable characteristic of American society. They propose to educate citizens for participation in a society of equitable, mutually respectful, and harmonious interaction among diverse groups that will continue to preserve their different identities in tandem with their citizenship in the United States. Further, they would promote "cultural democracy" with freedom and rights for diverse groups in the United States (Banks 1997).

Multicultural educators applaud principles of American democracy. A leading multicultural educator, Gloria Ladson-Billings, writes, "Almost every discussion of multiculturalism and multicultural education is placed in the context of democracy and citizen participation" (1992, 308). And Geneva Gay, another leading educator, states that a primary purpose of multicultural education is to contribute to the improvement of education for democratic citizenship. She writes, "Multicultural interpretations of citizenship act as a critical voice, a civic conscience, and a reality filter for general education values and goals for democracy" (1994, 103).

Multicultural educators would foster cultural pluralism and democratic citizenship through a school curriculum and classroom instruction that favor (1) inclusion and accurate portrayal of groups previously neglected or stereotyped, and (2) preservation of minority group identities and cultures in the United States. They agree with multicultural historian Ronald Takaki, "Through their narratives and circumstances, the people of America's diverse groups are able to see themselves and each other in our common past . . . By sharing their stories, they invite us to see ourselves in a different mirror" (1993, 16-17). This "different mirror" is a symbol of multiple perspectives on the past and present of different cultural groups in the United States, which can be used to reflect various multicultural meanings in classrooms from which some groups have been excluded or diminished.

Multicultural educators believe that equitable treatment of diverse minority groups involves more than recognition and toleration of differences. It also requires respect and security for the rights of minority groups to maintain their members and sustain their cultural integrity. Multicultural educators reject the "melting pot" symbol of American unity and use the stained glass window, tapestry, and mosaic to project images of cultural pluralism in opposition to monocultural tendencies in American education. Social historian Reed Ueda describes how multicultural education in schools has begun to transform the curriculum to serve the goal of cultural pluralism in a "cultural democracy." Professor Ueda writes, "Whereas schools for most of the twentieth century endeavored to build a supra-ethnic identity, in the late twentieth century schools gave priority to the preservation and inculcation of group identities and cultures. The schools still taught about the shared values that underlay American national identity, but they also cultivated alternative identities and cultures" (1994, 140-141).

Many indicators point to the success of multicultural challenges and perspectives in the social studies curriculum of elementary and secondary schools. In the title of his latest book, Harvard sociologist Nathen Glazer (1997, 19) proclaims, *We Are All Multiculturalists Now.* Professor Glazer writes, "Multiculturalism of some kind there is, and there will be. The fight is over how much, what kind for whom, at what ages, under what standards." In his acknowledgment of multiculturalism's success in the American education establishment, Glazer raises a disturbing question, "Will multiculturalism undermine what is still, on balance, a success in world history, a diverse society that continues to welcome further diversity, with a distinctive and common culture of some merit?" (1997, 20).

Law-Related Education

All individuals and groups in the multicultural society of the United States live under a common Constitution and laws. Thus, law-related education (LRE) is an essential part of public education.

Leaders of LRE have defined their field as "those organized learning experiences that provide students and educators with opportunities to develop the knowledge and understanding, skills, attitudes and appreciations necessary to respond effectively to the law and legal issues in our complex and changing society" (Special Committee on Youth Education for Citizenship 1995, 54). In line with this definition, central ideas of LRE programs pertain to why certain legal procedures have been established and how they work in resolving disputes.

Given the fundamental place of law in our American society, every citizen needs to know how the legal and political systems function, how the law affects them, and how they can affect it. LRE provides young people with knowledge, skills, and attitudes necessary for informed, responsible participation in our American constitutional democracy. LRE clearly and indisputably increases students' knowledge of the justice system, government, and the rights and responsibilities of citizenship in a constitutional democracy. There also is evidence that LRE contributes to development of skills in civic participation, decision making, and critical thinking. Finally, positive attitudes about the law, the justice system, and responsible citizenship may be enhanced through LRE programs (Miller and Singleton 1997).

Citizenship Education

Law-related education is directly connected to the central purpose of the social studies in the school curriculum, which is education for citizenship in a democracy. The National Council for the Social Studies, for example, proclaims that social studies education should "promote civic competence" and that the "primary purpose of social studies" is development among students of the capacity to be "citizens of a culturally diverse, democratic society" (Schneider, et al 1994, vii). And the American Federation of Teachers emphatically proclaims that education for citizenship and democracy is the overarching goal of the social studies curriculum (Education for Democracy Project 1987).

The state-level content standards projects in the social studies emphasize the subject matter of civics/government and education for democratic citizenship. For example, the *Texas Essential Knowledge and Skills for Social Studies* (Texas Education Agency 1997), the state's content standards document for social studies, includes the subject matter of civics/government and the theme of education for democratic citizenship as pervasive strands of the curriculum from kindergarten through grade twelve. Thus, content standards on civics/government and education for democratic citizenship are specified at every grade level of the curriculum.

The state-level content standards documents tend to reflect the definition of civic education set forth in the *National Standards for Civics and Government*, "Education in civics and government is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles of American constitutional democracy" (Quigley, et al 1994, 1). This definition denotes three main dimensions of education for democratic citizenship: civic knowledge, civic skills, and civic dispositions. Civic knowledge consists of the principles and practices of constitutional democracy in the United States. Civic skills involve cognitive and participatory capacities necessary to the use of knowledge to make informed decisions about public issues and to act effectively on those decisions. Civic dispositions refer to attitudes and behavioral orientations: habits that foster civility, self-restraint, trustworthiness, tolerance, respect for the rights of others, and responsibility for the public good.

The global resurgence of democracy in the 1990s, in the wake of the Soviet Union's collapse and the worldwide decline of communism, has stimulated a global trend of interest in civics or education for democratic citizenship. Educators in post-communist countries have looked to the United States of America for leadership and resources in developing curriculum and instruction on education for democratic citizenship. Two agencies of the United States government, the National Endowment for Democracy (NED) and the United States Department of Education, have been prominently involved as resource providers for projects on education for democratic citizenship conducted jointly by American educators with colleagues abroad, especially those in post-communist countries. These international civics projects have led to revitalization within the United States of interest and activity in civic education. For example, interest among Eastern European civic educators in the idea of civil society and its relationship to democracy and education for democratic citizenship has stimulated a strong surge of thought and action among Americans about these aspects of civic education in the United States.

Scope and Sequence

Global education, multicultural education, law-related education, and citizenship education are key components in the scope and sequence of the social studies (Schneider, et al 1994). Scope and sequence refers to the breadth and order of subjects in the school curriculum.

Content standards documents either completed or in development by the state-level departments of education throughout the United States provide compelling evidence for the dominance of the four topics listed above in the K-12 curriculum (Glidden 1998). Two representative and prominent examples of the current scope and sequence of the social studies curriculum are the Texas Social Studies Framework (Social Studies Center for Education Development 1999) and the History-Social Science Framework for California Public Schools (History-Social Science Curriculum Framework and Criteria Committee 1997). These two recently published curriculum frameworks emphasize four core academic disciplines: history, geography, economics, and civics/government. And they treat globalism, multiculturalism, law-related education, and civism or democratic citizenship as central themes in each of the four core subjects.

A major curriculum document of the National Council for the Social Studies emphasizes global connections, cultural diversity, and democratic citizenship among ten central "strands" of the exemplary social studies curriculum (Schneider, et al 1994). These "strands" are posited as the key content elements of any scope and sequence for the social studies curriculum.

Curriculum framework and content standards documents of state education departments are included in the ERIC database. These documents are recommended as worthy current examples of scope and sequence in the social studies curriculum (Glidden 1998).

References

Anderson, Charlotte. GLOBAL UNDERSTANDINGS: A FRAMEWORK FOR TEACHING AND UNDERSTANDING. Alexandria, VA: Association for Supervision and Curriculum Development, 1994. ED 381 462.

Banks, James. EDUCATING CITIZENS IN A MULTICULTURAL SOCIETY. New York: Teachers College Press, 1997.

Education for Democracy Project. EDUCATION FOR DEMOCRACY: A STATEMENT OF PRINCIPLES. Washington, DC: American Federation of Teachers, 1987. ED 313 271.

Gay, Geneva. AT THE ESSENCE OF LEARNING: MULTICULTURAL EDUCATION. West Lafayette, IN: Kappa Delta Pi, 1994. ED 386 410.

Glazer, Nathan. WE ARE ALL MULTICULTURALISTS NOW. Cambridge, MA: Harvard University Press, 1997. ED 424 347.

Glidden, Heidi. MAKING STANDARDS MATTER. Washington, DC: American Federation of Teachers, 1998. ED 429 979.

History-Social Science Curriculum Framework and Criteria Committee. HISTORY-SOCIAL SCIENCE FRAMEWORK FOR CALIFORNIA PUBLIC SCHOOLS, KINDERGARTEN THROUGH GRADE TWELVE. Sacramento California Department of Education, 1997. ED 417 117.

Ladson-Billings, Gloria. "The Multicultural Mission: Unity and Diversity." SOCIAL EDUCATION 56 (September 1992): 308-310. EJ 460 391.

Miller, Barbara, and Laurel Singleton. PREPARING CITIZENS: LINKING AUTHENTIC ASSESSMENT AND INSTRUCTION IN CIVIC/LAW-RELATED EDUCATION. Boulder, CO: Social Science Education Consortium, 1997. ED 410 158.

Quigley, Charles N., et al. NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT. Calabasas, CA: Center for Civic Education, 1994. ED 374 074.

Schneider, Donald, et al. EXPECTATIONS OF EXCELLENCE: CURRICULUM STANDARDS FOR SOCIAL STUDIES. Washington, DC: National Council for the Social Studies, 1994. ED 378 131.

Social Studies Center for Educator Development. TEXAS SOCIAL STUDIES FRAMEWORK: KINDERGARTEN-GRADE 12. Austin: Texas Education Agency, 1999.

Special Committee on Youth Education for Citizenship of the American Bar Association. "Essentials of Law-Related Education." In Robert S. Leming and James Downey, Eds., RESOURCES FOR LAW-RELATED EDUCATION. Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education, 1995. ED 388 534.

Takaki, Ronald. A DIFFERENT MIRROR: A HISTORY OF MULTICULTURAL AMERICA. Boston: Little, Brown and Company, 1993.

Taylor, Harold E. GETTING STARTED IN GLOBAL EDUCATION: A PRIMER FOR PRINCIPALS AND TEACHERS. Alexandria, VA: National Association of Secondary School Principals, 1997.

Texas Education Agency. TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES. Austin: Texas Education Agency, 1997.

Ueda, Reed. POSTWAR IMMIGRANT AMERICA: A SOCIAL HISTORY. Boston: Bedford Books of St. Martin's Press, 1994.

John J. Patrick is director of the Social Studies Development Center, director of the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS), and a Professor of Education at Indiana University in Bloomington.

Global Education

Global Education: Teaching Resources

From *Social Education*

ERIC NUMBER: EJ536764
TITLE: Population Education: Lessons for a Changing World.
AUTHOR: Wasserman, Pamela
JOURNAL CITATION: Social Education, v60 n7 p439-42 Nov-Dec 1996
ISSN: 0037-7724
ABSTRACT: Considers the global effects of a rapidly growing population combined with dwindling natural resources and how these issues might be addressed in the classroom. Includes a population education lesson plan, guiding principles, list of resources, and suggested activities. (MJP)
ERIC DESCRIPTORS: Developing Nations Ecology *Futures (of Society) *Global Education Learning Activities *Natural Resources *Overpopulation *Population Growth Population Trends Quality of Life *Resource Allocation Secondary Education Social Studies Teaching Methods
ERIC IDENTIFIERS: *Ehrlich (Paul)

ERIC NUMBER: EJ536763
TITLE: Teaching about International Conflict and Peace.
AUTHOR: Soley, Mary E.
JOURNAL CITATION: Social Education, v60 n7 p432-38 Nov-Dec 1996
ISSN: 0037-7724
ABSTRACT: Considers ways to make the complex subjects of conflict and conflict resolution meaningful and manageable in the classroom. Recommends rigorous planning, clear definitions, and classifications of the different kinds of conflict. Includes a problem-solving lesson, list of lesson ideas, and teaching approaches. (MJP)
ERIC DESCRIPTORS: Citizenship Education Civics Conflict *Conflict Resolution Culture Contact *Curriculum Development Foreign Countries *Global Education Higher Education International Cooperation *International Relations Learning Activities Peace Social Studies *Teacher Education War
ERIC IDENTIFIERS: *Lund (Michael)

ERIC NUMBER: EJ536762
TITLE: On Human Dignity: The Need for Human Rights Education.
AUTHOR: Tibbitts, Felisa
JOURNAL CITATION: Social Education, v60 n7 p428-31 Nov-Dec 1996
ISSN: 0037-7724
ABSTRACT: Describes recent developments and resources in the rapidly growing field of human rights education. Explains the importance of teaching this subject with a global perspective. Includes a human rights lesson plan, student exercises, and a list of selected resources. (MJP)
ERIC DESCRIPTORS: Activism Civics Civil Liberties *Civil Rights Democracy *Democratic Values Foreign Countries *Global Education *Human Dignity *Humanization Law Related Education Learning Activities Quality of Life *Role of Education Secondary Education Social Studies
ERIC IDENTIFIERS: *Shiman (David)

ERIC NUMBER: EJ536760
TITLE: Global Connections. Six Lesson Plans.
AUTHOR: Salmon, Sue Anne And Others
JOURNAL CITATION: Social Education, v60 n7 suppl p1-8 Nov-Dec 1996
ISSN: 0037-7724
ABSTRACT: Presents six lesson plans that illustrate thematic strands contained in "Expectations of Excellence: Curriculum Standards for Social Studies." Each plan also relates to the ninth strand of the standards, "Global Connections." The lesson plans cover a variety of subjects, grade levels, and instructional strategies. (MJP)
ERIC DESCRIPTORS: *Colonial History (United States) Cultural Pluralism Elementary Secondary Education Film Study Global Approach *Global Education Immigration *Interdisciplinary Approach Learning Activities Multicultural Education *Social Studies *United States History

ERIC IDENTIFIERS: *Curriculum Standards for Social Studies

ERIC NUMBER: EJ536753
TITLE: Past Meets Present: A Small Mexican Town as a Classroom.
AUTHOR: Penyak, Lee M. Duray-Casares, Pamela
JOURNAL CITATION: Social Education, v60 n7 p402-06 Nov-Dec 1996
ISSN: 0037-7724
ABSTRACT: Highlights the value of field trips and oral history as a way of obtaining information and understanding about other cultures. Describes an oral history class project conducted by high school students at a bilingual multinational school in Mexico. Includes guidelines for such activities and excerpts from students' notes. (MJP)
ERIC DESCRIPTORS: Area Studies Cultural Exchange Culture Contact *Experiential Learning Field Trips Foreign Countries *International Education *Latin American Culture Local History *Oral History Secondary Education Social Studies Student Participation *Student Projects
ERIC IDENTIFIERS: *Mexico

ERIC NUMBER: EJ526698
TITLE: Global Thematic Units Are Passports to Learning.
AUTHOR: Cangemi, Jo Ann Aucoin, Linda
JOURNAL CITATION: Social Education, v60 n2 p80-81 Feb 1996
ISSN: 0037-7724
ABSTRACT: Profiles a third-/fourth-grade thematic unit developed to introduce students to contemporary global society and its economic and environmental interdependence. The unit simulates a trip to foreign countries and integrates mathematics, music, art, and language. Various assignments are included in the student's portfolio. (MJP)
ERIC DESCRIPTORS: Art Activities *Cultural Awareness Elementary Education Foreign Countries Global Approach *Global Education Grade 3 Grade 4 *Interdisciplinary Approach Learning Activities Portfolio Assessment *Social Studies Teaching Methods *Thematic Approach World Geography Writing Assignments
ERIC IDENTIFIERS: *Dixon (R G)

ERIC NUMBER: EJ500345
TITLE: A Message from Nelson Mandela to the Youth of America.
AUTHOR: Mandela, Nelson
JOURNAL CITATION: Social Education, v59 n2 p91 Feb 1995
ISSN: 0037-7724
ABSTRACT: Presents a message to young people from Nelson Mandela, president of South Africa. Calls for a bridge between the youth of Africa and the United States. Asserts that racial divisions in the United States are major social issues that must be solved. (CFR)
ERIC DESCRIPTORS: Black History *Civil Rights Elementary Secondary Education Foreign Countries *Futures (of Society) *Global Approach *Racial Relations Racial Segregation Social Action Social Attitudes *Social Change *Social Problems
ERIC IDENTIFIERS: *South Africa

ERIC NUMBER: EJ496923
TITLE: We Went and Are Glad.
AUTHOR: Anderson, Charlotte C. Anderson, Lee F.
JOURNAL CITATION: Social Education, v58 n6 p375-76 Oct 1994
ISSN: 0037-7724
ABSTRACT: Reports on the Third International Social Studies Conference held in Nairobi, Kenya, in 1994. Asserts that social studies is a transnational phenomenon and maintains that the visit provided a vivid illustration of many of the intellectual issues that lie at the heart of the discipline. (CFR)
ERIC DESCRIPTORS: Cross Cultural Studies Cultural Differences Educational Change *Educational Objectives Elementary Secondary Education Foreign Countries *Global Education Higher Education *International Studies Professional Associations *Social Studies Travel
ERIC IDENTIFIERS: Africa *Kenya (Nairobi) *National Council for the Social Studies

ERIC NUMBER: EJ492065
TITLE: Using Fiction to Teach History: Multicultural and Global Perspectives of World War II.
AUTHOR: Kornfield, John
JOURNAL CITATION: Social Education, v58 n5 p281-86 Sep 1994
ISSN: 0037-7724
ABSTRACT: Asserts that the growing interest in multicultural and global education is encouraging teachers to search for new ways to teach history. Describes the use of historical fiction in a sixth-grade, interdisciplinary, multicultural unit on World War II. Includes an annotated bibliography of 33 recommended books. (CFR)
ERIC DESCRIPTORS: Annotated Bibliographies Childrens Literature *Content Area Reading Educational Strategies Elementary Education Fiction Geography Instruction *Global Approach Global Education Grade 6 *History Instruction Interdisciplinary Approach Intermediate Grades *Multicultural Education Reading Materials Reading Skills *Social Studies Teaching Methods United States History World History *World War II

ERIC NUMBER: EJ485670
TITLE: Globalization of United States History: Six Strategies.
AUTHOR: Benitez, Helena
JOURNAL CITATION: Social Education, v58 n3 p142-44 Mar 1994
ISSN: 0037-7724
ABSTRACT: Asserts that U. S. history instruction is too often characterized by a narrow focus on national events and leaders viewed through a monocultural lens. Proposes an approach that replaces this narrow view of the past with one that regards the contemporary United States as the result of both internal struggle and global interaction. (CFR)
ERIC DESCRIPTORS: Class Activities Cultural Differences Curriculum Design *Educational Strategies Elementary Secondary Education *Global Approach *History Instruction Integrated Curriculum *International Education Multicultural Education Role Playing Teaching Methods *Thematic Approach *United States History

ERIC NUMBER: EJ482379
TITLE: A Global Economy Perspective on U.S. History.
AUTHOR: Wentworth, Donald R.
JOURNAL CITATION: Social Education, v58 n1 p23-26 Jan 1994
ISSN: 0037-7724
ABSTRACT: Argues that teachers often ignore the role of the world economy in U.S. history, leading students to conclude that global economic issues were not important to U.S. development. Describes an imaginary conversation between Benjamin Franklin and a social studies teacher in which Franklin discusses the significance of international trade and economics in U.S. history. (CFR)
ERIC DESCRIPTORS: Economic Change Economic Factors *Economics Education *Educational Strategies Elementary Secondary Education *Global Approach *History Instruction Immigrants International Trade Social Studies Teaching Methods *United States History
ERIC IDENTIFIERS: *Economic Concepts *Franklin (Benjamin) Interdependence

Global Education: Background

From *Social Education*

ERIC NUMBER: EJ561942
TITLE: An Overview of Sub-Saharan Africa Today.
AUTHOR: Brook, Diane L.
JOURNAL CITATION: Social Education, v61 n7 p374-78 Nov-Dec 1997
ISSN- 0037-7724
ABSTRACT: Articulates many reasons to teach about Sub-Saharan Africa in social studies classes. Although the region will become increasingly important because of global interdependence, it suffers widespread misunderstanding concerning its history and culture. Discusses the region's need for economic development and the quest for political democracy. (MJP)
ERIC DESCRIPTORS: *African Culture *African History Area Studies Developing Nations *Economic Development Foreign Countries Geographic Location Global Approach *Global Education Living Standards Middle Schools Non Western Civilization *Physical Environment *Regional Characteristics Secondary Education Social Studies
ERIC IDENTIFIERS: *Africa (Sub Sahara)

ERIC NUMBER: EJ536767
TITLE: Update on World Development.
JOURNAL CITATION: Social Education, v60 n7 p450-52 Nov-Dec 1996
ISSN- 0037-7724
ABSTRACT: Summarizes a wealth of statistical information concerning the economic development and debt for a number of developing nations. Includes statistics on the gross national product growth of Cote d'Ivoire, Guatemala, Malaysia, Korea, Colombia, and Nigeria, as well as, the gross domestic product growth and debt service for Latin America, Africa, and Asia. (MJP)
ERIC DESCRIPTORS: *Developing Nations *Economic Development *Economic Factors Economic Research *Foreign Countries Foreign Policy Global Approach *Global Education Higher Education International Relations *Loan Repayment Social Studies Sustainable Development World Affairs

ERIC NUMBER: EJ536766
TITLE: Global and International Education on the World Wide Web.
AUTHOR: Risinger, C. Frederick
JOURNAL CITATION: Social Education, v60 n7 p447-48 Nov-Dec 1996
ISSN- 0037-7724
ABSTRACT: Reviews World Wide Websites related to global and international education. Discusses their merits, specific coverage, and links to other sites. Examines Websites maintained by the Christian Science Monitor, US Department of State, Global SchoolNet Foundation, Ministries of Foreign Affairs Online along with others. (MJP)
ERIC DESCRIPTORS: Citizenship Education Civics *Computer Uses in Education Current Events *Educational Resources Educational Trends Elementary Secondary Education *Global Education Instructional Improvement Instructional Innovation *International Education *Internet Law Related Education Social Studies *World Wide Web

ERIC NUMBER: EJ536761
TITLE: Building Civic Education in Bosnia.
AUTHOR: Feichter, Pat And Others
JOURNAL CITATION: Social Education, v60 n7 p426-27 Nov-Dec 1996
ISSN- 0037-7724
ABSTRACT: Presents three brief articles recalling US teachers' experiences conducting civic education workshops in Bosnia. Pat Feichter writes "Would I Return? In a Heartbeat." Gail Huschle examines "Beauty in the Midst of Devastation." Mary Bristol considers "Making Connections between Cultures." (MJP)

ERIC DESCRIPTORS: *Civics *Culture Contact Democracy *Democratic Values Foreign Countries Global Education *International Education International Relations Law Related Education Secondary Education Social Change Social Studies *Teaching Experience *War
ERIC IDENTIFIERS: *Bosnia

ERIC NUMBER: EJ536759
TITLE: Post-Conflict Elections in Bosnia.
AUTHOR: Soley, Mary E.
JOURNAL CITATION: Social Education, v60 n7 p423-25 Nov-Dec 1996
NOTE: Grouped with SO 528 261-262 in journal section entitled "Recent Elections in Former Soviet-Bloc Countries."
ISSN- 0037-7724
ABSTRACT: Reviews the provisions of the recent Dayton Peace Accords, the partial and competing strategies for building peace, and the still simmering ethnic conflicts in Bosnia. Examines postelection efforts at nation-building including the CIVITAS Project, an educational mission working to develop the foundations for democratic institutions. (MJP)
ERIC DESCRIPTORS: *Civics Conflict *Democracy Democratic Values *Elections Ethnic Groups Foreign Countries *Government (Administrative Body) *International Education Law Related Education Peace Political Power Secondary Education Social Studies Treaties *War
ERIC IDENTIFIERS: *Bosnia

ERIC NUMBER: EJ536756
TITLE: Civil Society in Democracy's Third Wave: Implications for Civic Education.
AUTHOR: Patrick, John J.
JOURNAL CITATION: Social Education, v60 n7 p414-17 Nov-Dec 1996
ISSN- 0037-7724
ABSTRACT: Reviews the trend toward democracy in former totalitarian states. Emphasizes the need of newly democratic countries to establish strong civil societies in which nongovernmental institutions and associations flourish. Discusses the strengths and weaknesses of emerging democracies. (MJP)
ERIC DESCRIPTORS: *Citizenship Education Citizenship Responsibility Civics *Democracy Democratic Values Developing Nations Foreign Countries *Global Education *Government (Administrative Body) Law Related Education Political Power *Power Structure Secondary Education *Social Change Social Responsibility Social Studies
ERIC IDENTIFIERS: *Third Wave Democracies

ERIC NUMBER: EJ536755
TITLE: Bringing Beijing Home...and Into the Classroom.
AUTHOR: Reese, Lyn
JOURNAL CITATION: Social Education, v60 n7 p410-13 Nov-Dec 1996
ISSN- 0037-7724
ABSTRACT: Presents an overview of the United Nations-sponsored Fourth World Women's Conference held in Beijing, China, in 1995. Summarizes many of the sessions reporting on consciousness raising programs initiated by educators around the globe. Concludes with a discussion of follow-up activities in the United States. (MJP)
ERIC DESCRIPTORS: Activism *Consciousness Raising Cultural Influences Elementary Secondary Education *Females Feminism Foreign Countries *Global Education *International Education Self Esteem *Sex Discrimination Sex Role Social Studies
ERIC IDENTIFIERS: *China *World Womens Conference

ERIC NUMBER: EJ496921
TITLE: Educating and Challenging the World.
AUTHOR: Faichney, Gavin
JOURNAL CITATION: Social Education, v58 n6 p372-74 Oct 1994
ISSN- 0037-7724
ABSTRACT: Reports on the Third International Social Studies Conference

held in Nairobi, Kenya, in 1994. Focuses on the need for an international thrust on environmental education. Discusses efforts by seven African nations to develop a common basic social studies text on curriculum and methods. (CFR)
ERIC DESCRIPTORS: *Cross Cultural Studies Educational Change *Educational Objectives Elementary Secondary Education *Environmental Education Foreign Countries *Global Education International Studies Professional Development Sex Differences Social Problems *Social Studies Travel
ERIC IDENTIFIERS: Africa *Kenya (Nairobi) *National Council for the Social Studies

ERIC NUMBER: EJ496920
TITLE: The African Experience. After Nairobi: New Horizons for Social Studies. Special Report.
AUTHOR: Barth, James L.
JOURNAL CITATION: Social Education, v58 n6 p371-72 Oct 1994
ISSN- 0037-7724
ABSTRACT: Reports on the Third International Social Studies Conference held in Nairobi, Kenya, in 1994. Asserts that problems facing U.S. social studies, such as multiculturalism and individual rights, are not as important as development issues for African nations. (CFR)
ERIC DESCRIPTORS: Cultural Exchange *Developing Nations *Educational Change Elementary Secondary Education Foreign Countries *Global Education Higher Education Intercultural Communication International Studies Professional Associations Professional Development *Social Studies Travel
ERIC IDENTIFIERS: Africa *Kenya (Nairobi) *National Council for the Social Studies

ERIC NUMBER: EJ495555
TITLE: Recent Books on the United Nations. Book Reviews.
AUTHOR: Bush, Kimberly
JOURNAL CITATION: Social Education, v58 n7 p446-47 Nov-Dec 1994
NOTE: Theme issue topic: "Dream of a World United: The Fiftieth Anniversary of the United Nations."
ISSN- 0037-7724
ABSTRACT: Presents reviews of five books dealing with the origins, development, and contemporary role of the United Nations. Categorizes the books into "general" and "academic" publications. Asserts that these books will help dispel the cynical attitudes about public service, international politics, and the United Nations itself. (CFR)
ERIC DESCRIPTORS: *Books *Conflict Resolution Elementary Secondary Education *Global Education Instructional Materials *International Organizations International Studies Public Service Reading Materials Student Attitudes United States History *World Affairs *World History
ERIC IDENTIFIERS: *United Nations

ERIC NUMBER: EJ495545
TITLE: Celebrating the United Nations: Global Education at Morristown-Beard School.
AUTHOR: Koch, Rose Franke Cooper, Alan H.
JOURNAL CITATION: Social Education, v58 n7 p432 Nov-Dec 1994
NOTE: Theme issue topic: "Dream of a World United: The Fiftieth Anniversary of the United Nations."
ISSN- 0037-7724
ABSTRACT: Asserts that the guiding principles of the United Nations and the issues it faces are a major part of the interdisciplinary program at Morristown-Beard School in New Jersey. Describes the Model UN club and how it reinforces the content and values presented in the regular curriculum. (CFR)
ERIC DESCRIPTORS: Area Studies Conferences Course Content Educational Strategies Elementary Secondary Education *Exchange Programs Foreign Countries

Geography Instruction *Global Education
History Instruction Interdisciplinary
Approach *International Organizations
*Learning Activities Teaching Methods
*World Affairs World History World
Problems
ERIC IDENTIFIERS: American Field
Service Model United Nations Program
*Morristown Beard School NJ Russia
*United Nations

ERIC NUMBER: EJ482373
TITLE: A Response to the NCSS
Guidelines on Multicultural Education.
AUTHOR: Renyi, Judith Lubeck, Dennis R.
JOURNAL CITATION: Social Education,
v58 n1 p4-6 Jan 1994
ISSN- 0037-7724
ABSTRACT: Responds to the revised
National Council for the Social Studies
Guidelines on Multicultural Education.
Maintains that the guidelines contribute the
common misunderstanding about the
relationship between multicultural and
international education. Argues that the arts
and humanities must be a part of effective
multicultural education. (CFR)
ERIC DESCRIPTORS: Aesthetic Values
Art Art Education Citizenship Education
Cultural Pluralism *Educational Objectives
Elementary Secondary Education Global
Approach *Humanities Humanities
Instruction *International Education
*Multicultural Education Social Studies
ERIC IDENTIFIERS: Banks (James)
Global Education *National Council for the
Social Studies

Global Education: Teaching Resources

From *Social Studies and the Young Learner*

ERIC NUMBER: EJ538447
TITLE: Time Traveling with Children's Literature. Pull-Out Feature 1.
AUTHOR: Aronson, Melissa And Others
JOURNAL CITATION: Social Studies and the Young Learner, v9 n1 suppl p1-4 Sep-Oct 1996
ISSN: 1056-0300
ABSTRACT: Presents a series of lesson plans that include investigations in science, mathematics, geography, current events, and social studies. The cross-curricular activities help students broaden their understanding of time as well as of the "neighbors" who live in their own and other time zones. (MJP)
ERIC DESCRIPTORS: Childrens Literature *Cognitive Development Cultural Context Elementary Education Fundamental Concepts Geography *Global Education History *Interdisciplinary Approach Learning Activities Mathematics Neighborhoods Place of Residence *Scientific Concepts Social Development *Social Studies Space *Time
ERIC IDENTIFIERS: Nine O Clock Lullaby *Singer (Marilyn)

ERIC NUMBER: EJ526687
TITLE: Extraordinary Aspects of Ordinary People and Everyday Places. Children's Literature.
AUTHOR: Mitchell-Powell, Brenda, Ed.
JOURNAL CITATION: Social Studies and the Young Learner, v8 n3 p18-20,32 Jan-Feb 1996
ISSN: 1056-0300
ABSTRACT: Presents a geographically based overview of children's literature highlighting the extraordinary experience of ordinary people. Recommended books cover subjects as diverse as the U.S. West and economically developing countries. A special effort has been made to include a multicultural perspective. (MJP)
ERIC DESCRIPTORS: *Childrens Literature *Cultural Pluralism Curriculum Enrichment Educational Resources Elementary Education Foreign Countries History Instruction Instructional Materials *International Education *Multicultural Education *Reading Materials Reading Material Selection *Social Studies Supplementary Reading Materials

ERIC NUMBER: EJ495568
TITLE: Women and Empowerment: Part II. A Simulation for the Middle School Social Studies Curriculum.
AUTHOR: Sommers, Meredith
JOURNAL CITATION: Social Studies and the Young Learner, v7 n1 ps5-7 Sep-Oct 1994
ISSN: 1056-0300
ABSTRACT: Maintains that, as socioeconomic systems fail to address inequity, the power and wealth of the rich increase at the expense of the poor. Discusses social inequities and violations of human rights in Guatemalan society. Describes a simulation based on Guatemalan textile factories. (CFR)
ERIC DESCRIPTORS: Civil Rights *Employed Women Foreign Countries Intermediate Grades *International Education Labor Problems Latin American Culture *Simulation *Social Problems Social Stratification *Social Studies *Teaching Methods War
ERIC IDENTIFIERS: *Guatemala Resource Center for the Americas

ERIC NUMBER: EJ490099
TITLE: Global Connections. Media Corner.
AUTHOR: Braun, Joseph A., Jr., Ed.
JOURNAL CITATION: Social Studies and the Young Learner, v6 n4 p27-29 Mar-Apr 1994
NOTE: Theme issue topic: "Global Perspectives in a New World."
ISSN: 1056-0300
ABSTRACT: Contends that computers and television have contributed to a sense of global connectedness. Presents reviews of a computer

software program and two videotape series that focus on global issues and children in other cultures. Asserts that instructional materials such as these can help reduce ethnocentrism among students. (CFR)
ERIC DESCRIPTORS: Audiovisual Aids *Computer Software Computer Uses in Education *Cultural Images Cultural Pluralism Educational Strategies Elementary Education Ethnocentrism Folk Culture Foreign Countries *Global Approach *Instructional Materials *Multicultural Education Social Studies Student Attitudes *Videotape Recordings
ERIC IDENTIFIERS: *HyperCard World Game Institute

ERIC NUMBER: EJ490098
TITLE: Global Perspectives in a New World. Teacher's Resources.
AUTHOR: Porter, Priscilla H., Ed.
JOURNAL CITATION: Social Studies and the Young Learner, v6 n4 p23-26 Mar-Apr 1994
NOTE: Theme issue topic: "Global Perspectives in a New World."
ISSN: 1056-0300
ABSTRACT: Maintains that global and multicultural education frequently competes for attention in the social studies curriculum. Contends that a global perspective is compatible with multicultural education. Provides a bibliographic essay describing geography activity packets and posters, reference works, and hands-on."culture kits." (CFR)
ERIC DESCRIPTORS: Class Activities *Cultural Awareness Cultural Images *Educational Strategies Elementary Education Foreign Countries *Geography Instruction *Global Approach *Instructional Materials *Multicultural Education Reading Materials Social Studies
ERIC IDENTIFIERS: Africa *Geographic Educ National Implementation Project South America

ERIC NUMBER: EJ490097
TITLE: Promoting a Global Perspective. Children's Literature.
AUTHOR: McGowan, Tom, Ed. And Others
JOURNAL CITATION: Social Studies and the Young Learner, v6 n4 p19-22,29 Mar-Apr 1994
NOTE: Theme issue topic: "Global Perspectives in a New World."
ISSN: 1056-0300
ABSTRACT: Asserts that citizens are aware of growing global diversity and interdependence. Maintains that simply providing children with information about other cultures is not enough. Provides a bibliographic essay divided into eight themes related to cultural diversity. (CFR)
ERIC DESCRIPTORS: *Childrens Literature *Citizenship Education *Content Area Reading Cross Cultural Studies Cultural Differences Cultural Pluralism *Educational Strategies Elementary Education Foreign Countries *Global Approach Multicultural Education Reading Materials *Social Studies Student Attitudes Teaching Methods
ERIC IDENTIFIERS: *Global Studies Interdependence

ERIC NUMBER: EJ490093
TITLE: Thinking Globally, Acting Locally: Using the Local Environment to Explore Global Issues.
AUTHOR: Simmons, Deborah
JOURNAL CITATION: Social Studies and the Young Learner, v6 n4 p10-13 Mar-Apr 1994
NOTE: Theme issue topic: "Global Perspectives in a New World."
ISSN: 1056-0300
ABSTRACT: Asserts that water pollution is a global problem and presents statistics indicating how much of the world's water is threatened. Presents three elementary school classroom activities on water quality and local water resources. Includes a figure describing the work of the Global Rivers Environmental Education Network. (CFR)
ERIC DESCRIPTORS: *Educational Strategies Elementary Education *Environmental Education *Experiential Learning *Global Approach Maps Natural Resources Science and Society Social Problems Student Projects Teaching Methods *Water Pollution

ERIC IDENTIFIERS: *Global Rivers Environmental Education Network *Interdependence

Global Education: Background

From *Social Studies and the Young Learner*

ERIC NUMBER: EJ526690
TITLE: Meeting Ordinary and Extraordinary Women Worldwide. Perspective.
AUTHOR: Pflepsen, Alison, Ed. Vokes, Sarah. Ed.
JOURNAL CITATION: Social Studies and the Young Learner, v8 n3 p30-32 J- 1996
ISSN: 1056-0300
ABSTRACT: Presents two students' observations and recollections of their trip to the United Nations Fourth World Conference on Women held in China. They attended the Conference as part of a delegation of the Girls International Foundation. Briefly discusses the different issues raised during the Conference and the girls' preparation for their trip. (MJP)
ERIC DESCRIPTORS: Civil Liberties *Conferences *Consciousness Raising *Females *Feminism *Field Experience Programs Foreign Countries International Cooperation *International Education International Educational Exchange International Programs International Relations Secondary Education Social Responsibility Social Studies Student Participation World Affairs
ERIC IDENTIFIERS: *China United Nations World Conference for Women

ERIC NUMBER: EJ526688
TITLE: People and Places. Teacher's Resources.
AUTHOR: Porter, Priscilla H., Ed.
JOURNAL CITATION: Social Studies and the Young Learner, v8 n3 p21-25,29 J- 1996
ISSN: 1056-0300
ABSTRACT: Reviews teachers' resources related to people and places. Most of these focus on the identification of geographic locations and historical biographies of famous individuals or groups of people. Includes discussions of reference works, audio cassettes, activity kits, and fiction. (MJP)
ERIC DESCRIPTORS: *Cultural Pluralism Educational Resources Elementary Secondary Education Feminism Geography Global Approach Instructional Materials *Interdisciplinary Approach *International Education Learning Activities Maps Material Culture Reference Materials Resource Materials *Social Studies Visual Aids
ERIC IDENTIFIERS: *National Womens History Week Project

ERIC NUMBER: EJ526686
TITLE: If We Were in Charge. Pull-Out Feature II.
AUTHOR: Magnuson, Paul
JOURNAL CITATION: Social Studies and the Young Learner, v8 n3 ps5-8 J- 1996
ISSN: 1056-0300
ABSTRACT: Describes a field experience project where students traveled to the Concordia Language Villages, Moorhead, Minnesota, for a one-day conference. Prior to the conference students researched school systems in other countries and assumed the roles of representatives. They then worked towards a consensus for an ideal school. (MJP)
ERIC DESCRIPTORS: *Comparative Education Cooperative Education Elementary Secondary Education *Field Experience Programs Foreign Countries *Immersion Programs *International Education International Educational Exchange Nontraditional Education *Second Language Learning Social Studies Student Experience *Student Participation Student Projects
ERIC IDENTIFIERS: *Concordia Language Villages MN

ERIC NUMBER: EJ490100
TITLE: Social Studies: Citizenship Education for Building Nations and Educating Global Citizens. Perspectives.
AUTHOR: McKinney-Browning, Mabel C., Ed. Barth, James L., Ed.

JOURNAL CITATION: Social Studies and the Young Learner, v6 n4 p30-32 Mar-Apr 1994
NOTE: Theme issue topic: "Global Perspectives in a New World."
ISSN: 1056-0300
ABSTRACT: Contends that social studies, originally a curriculum area unique to the United States, has become an international field of study. Asserts that social studies helps to develop citizenship and to encourage democratic institutions in nations that were formerly colonized by others. (CFR)
ERIC DESCRIPTORS: *Citizenship Education *Colonialism *Comparative Education Curriculum Development *Educational Objectives Educational Philosophy Elementary Education Foreign Countries *Global Approach Government School Relationship Imperialism Nationalism Political Attitudes *Social Studies
ERIC IDENTIFIERS: Botswana Lesotho *National Council for the Social Studies United States

ERIC NUMBER: EJ490096
TITLE: Global Economics. Curriculum Concerns.
AUTHOR: Handley, Leslie Mills, Ed.
JOURNAL CITATION: Social Studies and the Young Learner, v6 n4 p17-18 Mar-Apr 1994
NOTE: Theme issue topic: "Global Perspectives in a New World."
ISSN: 1056-0300
ABSTRACT: Asserts polls show that the general public, high school seniors, and college seniors have many misunderstandings about the U.S. economic system and its role in the international economy. Maintains that grade level programs need to be interdisciplinary and utilize active learning techniques. (CFR)
ERIC DESCRIPTORS: Class Activities Decision Making Economics *Economics Education *Educational Strategies Elementary Secondary Education *Global Approach Interdisciplinary Approach Intermediate Grades International Relations International Trade *School Business Relationship
ERIC IDENTIFIERS: *Junior Achievement *National Council on Economic Education

ERIC NUMBER: EJ490094
TITLE: Social Studies Curriculum Renewal: Internationalizing the Curriculum.
AUTHOR: Blankenship, Glen
JOURNAL CITATION: Social Studies and the Young Learner, v6 n4 p14-16 Mar-Apr 1994
NOTE: Theme issue topic: "Global Perspectives in a New World."
ISSN: 1056-0300
ABSTRACT: Contends that existing social studies curricula do not prepare students to deal with rapid advancements in communications, technology, international politics, and the emerging global economy. Emphasizes that social studies curriculum reform must include a global perspective. (CFR)
ERIC DESCRIPTORS: Course Content *Course Descriptions *Curriculum Development *Curriculum Guides *Educational Change Elementary Secondary Education *Global Approach Interdisciplinary Approach Multicultural Education *Social Studies Student Attitudes Student Role Teacher Role
ERIC IDENTIFIERS: *Gwinnett County School System GA

ERIC NUMBER: EJ490092
TITLE: Media Literacy in a Global Age.
AUTHOR: Passe, Jeff
JOURNAL CITATION: Social Studies and the Young Learner, v6 n4 p7-9 Mar-Apr 1994
NOTE: Theme issue topic: "Global Perspectives in a New World."
ISSN: 1056-0300
ABSTRACT: Contends that, because the school curriculum is slow to adapt to societal change, the social studies curriculum is ripe for a needs assessment and change. Presents elementary social studies teachers with seven challenges of expanding communications technology. (CFR)
ERIC DESCRIPTORS: Citizenship Education Class Activities *Critical Viewing *Curriculum Development Decision Making Educational Change Educational Strategies Elementary Education *Global Approach *Information Technology Social Problems *Social Studies *Student Attitudes Student Behavior Television Viewing

ERIC IDENTIFIERS: Cable News Network C
SPAN *Interdependence

ERIC NUMBER: EJ490091
TITLE: Teaching for Global Mindedness.
AUTHOR: Miller, F. Gene Jacobson, Michael G.
JOURNAL CITATION: Social Studies and the Young Learner, v6 n4 p4-6 Mar-Apr 1994
NOTE: Theme issue topic: "Global Perspectives in a New World."
ISSN: 1056-0300
ABSTRACT: Asserts that a primary goal of social studies is fostering attitudes and behaviors that reflect effective citizenship for a global, multicultural world. Discusses Robert Hanvey's "Five Dimensions of a Global Perspective" and how they relate to social studies course content. (CFR)
ERIC DESCRIPTORS: Citizenship Education Course Content Cultural Awareness Cultural Pluralism *Curriculum Development *Educational Strategies Elementary Education *Global Approach *Multicultural Education *Social Studies Student Behavior Teacher Behavior World Problems
ERIC IDENTIFIERS: *Hanvey (Robert G) *Interdependence

ERIC Digest
Clearinghouse for Social Studies/Social Science Education

2805 EAST TENTH STREET • SUITE 120
INDIANA UNIVERSITY
BLOOMINGTON, INDIANA 47408
812-855-3838 • 800-266-3815

EDO-SO-98-6 June 1998

A Global Perspective on Human Rights Education

by John J. Patrick

Human Rights Day (December 10, 1998) marks the 50th anniversary of the Universal Declaration of Human Rights. On December 10, 1948, the United Nations adopted this document. It is not legally binding on the signatories, but it has moral force that commands worldwide respect. Thus, the United Nations Universal Declaration of Human Rights is a standard by which many people throughout the world judge the conditions of citizenship and government internationally and within their own countries. This document, which includes 30 articles pertaining to various human rights, is also a focal point of education about human rights in schools throughout the world.

Conceptions and Origins. "Human rights are the claims that all human beings are justly entitled to make merely by virtue of their being human" (Plattner 1995, 573). In the seventeenth and eighteenth centuries, when this idea became prominent in Western Europe and North America, it carried the label "natural rights" to denote derivation of these rights from the nature of every human being. Each person, according to the natural rights concept, possesses equally certain immutable rights by virtue of her or his membership in the human species; it is the duty of a just government to protect these rights.

The United States Declaration of Independence, adopted July 4, 1776, expresses the "natural rights" idea in these memorable words: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness. That to secure these Rights Governments are instituted among Men, deriving their just powers from the Consent of the Governed. That whenever any form of Government becomes destructive of these Ends, it is the right of the People to alter or Abolish it and to institute new Government . . . "

This Declaration of Independence by and for the people of a new American nation still has global implications. The same can be said about the Declaration of the Rights of Man and the Citizen issued by France's National Assembly in 1789, which proclaimed: "The end of all political associations is the preservation of the natural and imprescriptible rights of man; and these rights are liberty, property, security, and resistance of oppression."

The 1787 Constitution and the 1791 Bill of Rights of the United States of America were designed and adopted to address the civic values of the 1776 Declaration of Independence. This Constitution reflects the understanding among America's founders that the individual's rights are at risk if a government is either too strong or too weak. A good government simultaneously is empowered and limited. It is empowered sufficiently by the people to secure their rights against domestic or foreign predators. And this government's power is also limited sufficiently by the supreme law of its constitution to protect the people's rights against abuses by their own governors.

During the nineteenth and twentieth centuries, the concept of natural rights was transformed into the idea of human rights. This change reflected an expansion of the scope or range of rights to include two types of claims.

The first and older type is negative; it would limit the power of a government to protect peoples' rights against its power. The second and newer type of claim is positive; it would enhance the power of the government to do something for the person to enable her or him in some way. Thus, the late twentieth century idea of human rights, which incorporates both the positive and negative types, means that "certain things ought not to be done to any human being and certain other things ought to be done for every human being" (Perry 1998, 13).

The older negative claims on rights are exemplified by Articles 1-21 of the United Nations Universal Declaration of Human Rights. These Articles imply that no government or society should act against individuals in certain ways that would deprive them of inherent political or personal rights, such as freedom of speech, press, assembly, and religion. The newer positive claims on rights are exemplified by Articles 22-28 of the Universal Declaration of Human Rights. They imply that every government and society should act for individual members to enable them to enjoy certain social and economic rights or benefits pertaining to social security, employment, housing, education, health care, and general standard of living.

Conflict and Consensus about Negative and Positive Rights. There is general or global agreement among advocates of human rights that both types of rights, the negative and positive, must be included in a worthy constitutional government. However, there is worldwide conflict or disagreement about which type of rights is primary and most important in a constitutional democracy.

Advocates for the primacy and predominance of positive rights claim that "bread is more important than freedom of speech." They argue that the duties of government to provide social and economic welfare benefits for all the people require enhancement of public power and authority to enter all areas of economic and social life to promote the common good (Patrick 1991, 622).

By contrast, proponents of the negative rights tradition worry about the enormous increase of centralized government power required to provide positive rights through large-scale public programs. This could lead to a government so powerful

---

John J. Patrick is Director of the ERIC Clearinghouse for Social Studies/Social Science Education, Director of the Social Studies Development Center, and Professor of Education at Indiana University.

and insufficiently limited that it could arbitrarily deprive particular persons (those out of favor with authorities) of their traditional personal and political rights. Thus, they maintain that human rights generally depend upon the primacy of guaranteed negative rights. They assert: a constitutional democracy that would only recognize negative rights is incomplete; one that would only or primarily recognize positive rights is impossible (Patrick 1991, 623).

Alternative Perspectives on the Universality of Human Rights. United Nations documents proclaim the universality of human rights, as did Enlightenment-era philosophers and founders of the United States of America. So, too, have major world religions recognized the equal worth and dignity of all persons, a universalist idea that undergirds human rights. For example, Pope John Paul II has often expressed the global or universal relationship between human rights and the worth and dignity of each person (Schall 1998, 59).

These claims to the universality of human rights have been disputed by particularists and historicists, those who see them only as expressions of Western civilization rather than as global aspirations and standards. They view the current international surge of constitutional democracy and human rights as cultural imperialism by the West against the non-West. By contrast, universalists see a global destiny for human rights, a viewpoint supported by the worldwide decline of totalitarian regimes during the latter part of the twentieth century (e.g., the communist regimes of Central and Eastern Europe). The universalists claim that people everywhere, if given a choice, will choose free government and human rights.

Curricular Applications and Resources. There is a strong international movement for human rights education. According to leading educators, teaching and learning about human rights in age-appropriate ways is feasible and desirable from kindergarten through grade twelve and beyond. Schools in most parts of the world have incorporated human rights education into the curriculum. Further, international non-governmental organizations (NGOs) are committed to human rights education.

Two important sources of information for human rights education are (1) Human Rights Watch; 485 Fifth Avenue, New York, NY 10017-6104; T: (212) 972-8400; F: (212) 972-0905; E: <hrwnyc@hrw.org> and (2) Freedom House; 120 Wall Street, New York, NY 10005; T: (212) 514-8040; F: (212) 514-8045. Both organizations produce annual reports on the status of freedom and human rights throughout the world.

Two university-based centers that produce first-rate educational materials on human rights are (1) Center for Teaching International Relations of the Graduate School of International Studies at the University of Denver; Denver, CO 80208; T: (303) 871-3106; F: (303) 871-2456; E: <mmontgom@du.edu>; and (2) Center for the Study of Human Rights at Columbia University; 1108 International Affairs Building, MC: 3365, New York, NY 10027; T: (212) 854-2479; F: (212) 316-4578; E: <eshr@columbia.edu>.

The United Nations, of course, is a key source of information and curricular materials on human rights. The United Nations World Wide Web site features "CyberSchoolBus," a collection of K-12 curricular materials and other resources for teaching and learning about human rights and related topics, at <http://www.un.org/Pubs/CyberSchoolBus/>. For other United Nations educational resources, contact the United Nations Office of Communications and Public Information, New York, NY 10017; and contact UNESCO's Education Information Service, 7 Place de Fontenoy, 75700 Paris, France; <http://www.education.unesco.org/>.

Conclusion. During the second half of the twentieth century, support of human rights has become prominent throughout the world, and the flagrant abuse of those rights anywhere is likely to become a global concern. Most governments in the nation-states of today's world recognize the legitimacy of international interest in the inherent rights of every person, even if some do it grudgingly or superficially. Given the global primacy of human rights, there should be pervasive and systematic human rights education in schools throughout the world.

References and ERIC Sources. The following list of resources includes references used to prepare this Digest. The items followed by an ED number are available in microfiche and/or paper copies from the ERIC Document Reproduction Service (EDRS). For information about prices, contact EDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2852; telephone numbers are (703) 440-1400 and (800) 443-3742. Entries followed by an EJ number, annotated monthly in CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), are not available through EDRS. However, they can be located in the journal section of most larger libraries by using the bibliographic information provided, requested through interlibrary loan, or ordered from commercial reprint services.

Hatch, Virginia and Others. HUMAN RIGHTS FOR CHILDREN: A CURRICULUM FOR TEACHING HUMAN RIGHTS TO CHILDREN AGES 3-12. Alameda, CA: Hunter House, 1992. ED 395 869.

Patrick, John J. "Individual Rights." In Charles F. Bahmueller, Ed. CIVITAS: A FRAMEWORK FOR CIVIC EDUCATION. Calabasas, CA: Center for Civic Education, 1991, 612-623. ED 340 654.

Perry, Michael J. THE IDEA OF HUMAN RIGHTS: FOUR INQUIRIES. New York: Oxford University Press, 1998.

Plattner, Marc F. "Human Rights." In Seymour Martin Lipset, Ed. THE ENCYCLOPEDIA OF DEMOCRACY. Washington, DC: Congressional Quarterly Inc., 1995, 573-578.

Reardon, Betty A. EDUCATING FOR HUMAN DIGNITY: LEARNING ABOUT RIGHTS AND RESPONSIBILITIES. University of Pennsylvania Press, 1995. ED 401 187.

Schall, James V. "Principles of the American Experiment." CRISIS 16 (June 1998): 59.

Shiman, David. "An African Perspective on Human Rights." UPDATE ON LAW-RELATED EDUCATION 47 (Fall 1992): 40-47. EJ 469 724.

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract RR93002014. The opinions expressed do not necessarily reflect the positions or policies of OERI or ED.

ERIC® Digest
Clearinghouse for Social Studies/Social Science Education

2805 EAST TENTH STREET • SUITE 120
INDIANA UNIVERSITY
BLOOMINGTON, INDIANA 47408
812-855-3838 • 800-266-3815

EDO-SO-98-3
March 1998

Global Education: Internet Resources

by Laura A. Pinhey

Developments over the past two decades have increased the media exposure of nations and interactions among them in politics, trade, education, science, medicine, entertainment, and athletics, as well as other arenas. Such attempts at international cooperation are frequently marred or thwarted by cultural misunderstandings. When citizens are reasonably informed about the cultures of other nations, the possibility of effective, fruitful interactions among nations is enhanced. In preparing today's students for the realities of life in the global age, global education is becoming crucial to the curriculum.

A good global education curriculum consists of more than simply facts and figures about nations and their relations with one another; it also encourages understanding of cultural differences and similarities, tolerance, and a globally interdependent view of the world. The goals of global education may be realized as never before through the use of telecommunications technologies such as the World Wide Web, electronic mail, and teleconferencing. These tools allow teachers to take global education beyond the textbook by connecting their classes with other students and even politicians, scientists, authors, CEOs, and other leaders from around the world. Opportunities for students and teachers to talk and work with people in other nations via these new communication media are opportunities to dispel stereotypes and forge camaraderie, both elemental steps toward building the mutual respect required for international relations in the global age.

Over the past 30 years, numerous non-profit organizations and grassroots groups have formed to further the cause of global education. Many of these groups produce curricula, newsletters, and books; develop education standards; conduct workshops and conferences; and support collaborative projects such as pen and keypal programs and exchange programs. Appropriately, many of these organizations maintain World Wide Web sites describing their programs and sometimes featuring on-line versions of their publications and other resources. This Digest points to the websites of some of the leading global education organizations, programs, and resources currently on the World Wide Web.

Note: The author has selected these sites because of their potential usefulness for global educators; however, she neither endorses all the content of the Internet resources on this list or the beliefs of the organizations sponsoring them, nor does she guarantee the stability of the sites or the accuracy of the information provided on them.

American Forum for Global Education
www.globaled.org/
The website of this non-profit organization provides information about the AFGE listserv for discussion of ideas and practices in global education; materials and programs for both the classroom and professional development; study tours and other projects; and a publications catalog.

CU-SeeMe Schools
www.gsn.org/cu/index.html
This section of the Global Schoolhouse website (presented by the Global SchoolNet Foundation and sponsored by Microsoft) is dedicated to informing teachers about the CU-SeeMe Schools program available to K-12 schools which have Internet videoconferencing capability. CU-SeeMe allows K-12 students and their teachers to interact and cooperate with other students, famous politicians, CEOs, scientists, authors, and other leaders around the world.

Children's International Summer Villages (CISV International)
www.ncl.ac.uk/~npre
According to their website, CISV is an "independent, non-political volunteer organization promoting peace education and cross-cultural friendship." CISV supports activities and programs that foster inter-cultural learning among children, young people, adults, and families.

Choices for the 21st Century Education Project
www.brown.edu/Research/Choices/
The website of this program of the Thomas J. Watson Jr. Institute for International Studies at Brown University features both classroom and community resources, including excerpts from the "Choices for the 21st Century" curriculum units, an annotated library of resources appropriate for use with the "Choices" curriculum, and information about "Choices" teacher workshops.

Council of Chief State School Officers (CCSSO) Position and Recommendations for Action on Global Education
www.ccsso.org/intlpol.html

Foreign Policy Association (FPA)
www.fpa.org/
This non-profit, non-governmental, non-partisan educational organization aims to educate Americans about significant world issues that affect their lives. The "Great Decisions" program, which focuses on secondary, college, and adult education about key foreign policy issues, is the core of the FPA's education efforts. The website includes extensive information on FPA's various programs, an opportunity to join the FPA on-line discussion group, and an on-line bookstore of FPA publications.

Global Educator's Guide to the Internet
www.educ.uvic.ca/faculty/triechen
This guide is part of a Master's of Education project at the University of Victoria. The guide begins with a lengthy

---

Laura Pinhey is Coordinator of User Services and Products for the ERIC Clearinghouse for Social Studies/Social Science Education at Indiana University in Bloomington, Indiana.

discussion of global perspective; cross-cultural awareness; using telecommunications and the Internet to promote a global perspective; telecommunications, action projects, and the Internet as alternative media; using the Internet effectively and cautiously; and global communication. Also describes and links to global education resources and projects on the World Wide Web, newsgroups, and listservs. Note: this site is intended to accompany the print version, which is available for order.

Global SchoolNet Foundation
www.gsn.org/
"Linking Kids Around the World" is the motto displayed on this website. The resources and information on the site enable teachers, parents, and students to connect with classroom teachers and students around the world, join existing global education projects (such as International Schools CyberFair), or develop their own global education projects.

I*EARN (International Education and Resource Network)
www.igc.apc.org/iearn/
Students and teachers from member schools in 30 countries collaborate via telecommunications on projects in the creative arts, language arts, humanities, social studies, science, and the environment and action projects that aim to improve the quality of life on the planet.

Intercultural E-Mail Classroom Connections (IECC)
www.iecc.org
St. Olaf College hosts several free electronic mailing lists for teachers and classes interested in establishing classroom pen-pal and project exchanges through e-mail. This site provides information about subscribing to and using these lists and links to websites of other international e-mail classroom connection projects.

Kidlink
www.kidlink.org/
Kidlink is a non-profit grassroots organization aimed at getting youth through the age of 15 involved in global dialog via public mailing lists, a private network for real-time interactions such as chats, and an on-line art exhibition site. Kidlink is supported by volunteers, mainly teachers and parents; over 100,000 children in 117 countries have participated in Kidlink since it began operation in 1991. This website extensively describes the history and structure of Kidlink and how to join.

National Council for Social Studies (NCSS) Position on Global Education
www.ncss.org/standards/positions/global.html
The full text of the NCSS position statement on K-12 global education, developed by the International Activities Committee of NCSS, is provided in this section of the NCSS website.

SPICE (Stanford Program on International and Cross-Cultural Education)
www-iis.stanford.edu/SPICE/index.html
An outreach program of the Institute for International Studies (IIS) at Stanford University, SPICE provides up-to-date curriculum materials on international topics for grades 6-14. The SPICE website consists of an on-line version of the SPICE publications catalog, which includes curricular materials on contemporary world issues, world cultures, world geography, and world history. The site also features the full-text of several free, introductory lesson plans, and the annual newsletter "SPICE Connections."

United Nations CyberSchoolBus
www.un.org/Pubs/CyberSchoolBus/index.html
Curriculum, activities, and resources on the United Nations (UN), numerous nations, and international events and days of commemoration. Also featured is information on the Model UN, a simulation of the UN system; and the UN Publications' Educational Bookstore.

World Wise Schools (WWS)
www.peacecorps.gov/www/dp/wws1.html
The World Wise Schools program of the Peace Corps allows United States educators and their students in grades 3-12 to correspond with Peace Corps Volunteers throughout the world. Besides information about how educators can participate in WWS, this site includes lesson plans, teaching guides, information on how to obtain educational videos, and other educational resources.

References and ERIC Resources. The following list of resources includes references used to prepare this Digest. The items followed by an ED number are available in microfiche and/or paper copies from the ERIC Document Reproduction Service (EDRS). For information about prices, contact EDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2852; telephone numbers are (703) 440-1400 and (800) 443-3742. Entries followed by an EJ number, annotated monthly in CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), are not available through EDRS. However, they can be located in the journal section of most larger libraries by using the bibliographic information provided, requested through interlibrary loan, or ordered from commercial reprint services.

Cummins, Jim, and Dennis Sayers. BRAVE NEW SCHOOLS: CHALLENGING CULTURAL ILLITERACY THROUGH GLOBAL LEARNING NETWORKS. New York: St. Martin's Press, 1995. ED 387 083.

Field, Sherry L., and Others. "Real People, Real Places." SOCIAL STUDIES AND THE YOUNG LEARNER 9 (November-December 1996): 16-18, 23. EJ 541 932.

Hunter, Barbara, and Carole A. Bagley. GLOBAL TELECOMMUNICATIONS PROJECTS: READING AND WRITING WITH THE WORLD. Stillwater, Minnesota: The Technology Group, 1995. ED 387 081.

Lynes, Kristine. "Hello Kids Network Around the World." MULTIMEDIA SCHOOLS 3 (Jan-Feb 1996): 20-25. EJ 516 637.

Martorella, Peter H., ed. INTERACTIVE TECHNOLOGIES AND THE SOCIAL STUDIES. EMERGING ISSUES AND APPLICATIONS. Albany, NY: State University of New York (SUNY) Press, 1997. ED 406 302.

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract RR93002014. The opinions expressed do not necessarily reflect the positions or policies of OERI or ED.

ERIC Digest
Clearinghouse for Social Studies/Social Science Education

2805 EAST TENTH STREET • SUITE 120
INDIANA UNIVERSITY
BLOOMINGTON, INDIANA 47408
812-855-3838 • 800-266-3815

ERIC Digest EDO-SO-94-6

October 1994

Recent Trends in Global/International Education

by Paul Haakenson

Swiftly changing global realities are affecting classrooms in virtually all parts of the United States, and increased efforts are needed to help students make sense of the global age. Today's young people are exposed to images from around the world through media and the entertainment industry as never before. Global linkages are increasingly visible to the general public through environmental issues, telecommunications networks, and international trade. These developments contribute to intercultural understanding, and misunderstanding, within nations and across the globe, and point toward the need to help students navigate this sea of information.

For over 25 years, the field of global/international education has attempted to develop a rationale and resources to support educators who make explorations of the world and its peoples a part of their curriculum. Many educators have written that in order to be fully prepared for the complexities of the 21st century, young people should be imbued with a global perspective. Attaining this world view may involve several approaches, including the study of cultures, languages, international issues, responsible citizenship in an interdependent world, and global connections within local communities. The literature on global/international education offers strong models and substantial resources for practitioners. The following trends reveal sources of continued growth and support for global/international education.

Not Just for High Schools Anymore. While the initial interest in teaching for global awareness at the high school level has continued, there appears to be an increased movement toward expanding the international components at the elementary and middle school levels. There are numerous articles outlining rationales, activities, and approaches to including global issues in elementary curricula (Angell and Avery 1992). An important addition is the Association for Supervision and Curriculum Development (ASCD) Global Education Framework. The framework is being piloted in 14 elementary schools throughout the U.S., with one in the Netherlands, and is a significant contribution to the field. There are also substantive efforts to support the internationalization of community colleges and universities, through increased student/faculty exchange, international student recruitment, involvement in overseas development, and professional training for staff and faculty.

Standards. A major effort is underway to develop standards for global/international education. It is headed by the Council of Chief State School Officers, the Elliot School of International Affairs of The George Washington University, and the American Forum for Global Education. These standards offer a perspective on what America's youth need to learn about the world, including content areas, skill competencies, and attitudes. They are designed to facilitate the integration of a global/international perspective into existing curricula. The ultimate effect these standards will have on classroom instruction has been debated, but their existence will contribute much to the on-going dialogue about priorities of teaching and learning in schools. For a preliminary report on the standards and placement on the mailing list, contact Fred Czarra at The Council of Chief State School Officers (CCSSO), One Massachusetts Ave., NW, Washington DC 20001-1431, 202/408-5505.

Projects in Progress. A number of promising global/international education projects are underway. Global Involvement, Inc. is directing a project to develop materials and staff development programs for international studies in major cities of two regions: 1) Chicago, Indianapolis, Milwaukee and 2) New York City, Trenton, and Philadelphia. Through their Education 2000 project, the American Forum for Global Education seeks to create and implement a curriculum design in six communities focused on our interconnected world. The International Education Consortium has developed curricula and staff development models with a humanities approach to global studies, as well as a nonwestern literature project. The Stanford Program on International and Cross-Cultural Education (SPICE) is carrying out research on assessments of global education programs nationwide. The National Council for the Social Studies (NCSS) is a strong advocate of global studies, particularly through its International Activities Committee. The National Association of Elementary School Principals (NAESP) and the National Middle School Association (NMSA) offer mini-grants to schools for global/international education projects. The Alberta Global Education Project in Canada is an important source of information on new resources and current thinking in the field.

Teacher Education. There has been increased attention to infusion of a global perspective in teacher preparation programs (Merryfield 1992; Tucker and Cistone 1991). The Global Awareness Project of Florida International University carries out preservice and inservice teacher education on global/international studies, as well as successful community and school-university partnerships in this field of education. The Professional Development Schools project of The Ohio State University seeks to combine pre- and in-service education by linking student teachers with internationally-minded teachers in the schools. Several other teacher education programs have also developed a strong global component. Teacher preparation with an emphasis

---

Paul Haakenson is a graduate student in Social Studies Education at Indiana University and serves as the editor of *Global Connection*, the newsletter of the ASCD Global Education Network.

on teaching for a global perspective is becoming a vital and effective means to the advancement of global/international education.

State Efforts. Efforts to promote global/international education at the state level are less clear, though several states have been more active than others. The California International Studies Project based at Stanford University is a statewide attempt to provide international studies centers around the state for curriculum and staff development. Wisconsin has extended its international education efforts through state legislation, new programs, teacher institutes, and a well-received guide to curriculum planning in global studies. Also, Minnesota has articulated its model learner outcomes for international education. In recent years, ASCD has identified a Global Commissioner from each state to assist them in several projects. Further information on state-level activities, publications, and reports can be gained through Fred Czarra at CCSSO.

Telecommunications. One of the most exciting new directions in global/international education is the vast array of computer networking resources. The International Education and Resource Network (I*EARN) is a non-profit international telecommunications network of primary and secondary schools in 21 countries, through which students work collaboratively on projects to make a meaningful difference in the world. The Institute for Global Communications (IGC) provides computer networking tools for international communications and information exchange, including EcoNet, PeaceNet, and ConflictNet. There are numerous other projects which engage students from different countries in electronic mail exchanges, simulations of foreign policy negotiations, or discussions of works of literature as a point of departure toward understanding cultural similarities and differences.

Essential Resources. These resources and references will help educators interested in exploring global/international education gain a sense of what is available and how practitioners structure learning activities around these concepts in the classroom.

- An annotated bibliography for elementary and secondary teachers on global education is available through John Cogan, Curriculum & Instruction, University of Minnesota, Minneapolis, MN 55455, 612/625-1896. It includes general, implementation, research, and organizational references.
- The American Forum for Global Education holds annual conferences and produces quality resources, including their monthly newsletter *ACCESS* and a Global Resource Book. The Forum is also a part of the International Network for Global Education (INGE), which serves to promote teaching about global issues in schools and colleges throughout the world. Contact: 120 Wall Street, Suite 2600, New York, NY 10005, 212/742-8232.
- For more on ASCD initiatives, contact: ASCD Field Services, 1250 N. Pitt St., Alexandria, VA 22314-1453, 703/549-9110. Addresses for Global Commissioners in each state and the 14 pilot schools are available from the ASCD Global Education Network, which also offers current information on global/international education projects and resources through their newsletter *Global Connection* and occasional papers. Contact: ASCD Global Education Network, c/o Briggs Elementary, 400 W. Quarry, Maquoketa, IA 52060.
- SPICE develops current curricular units and resources to assist K-12 teachers. Contact: SPICE, 300 Littlefield Center, Room 14, Stanford University, Stanford, CA 94305-5013, 800/578-1114.

References and ERIC Resources. The following list includes references used to prepare this Digest. The items followed by an ED number are available in microfiche and/or paper copies from the ERIC Document Reproduction Service (EDRS). For information about prices, contact EDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia, 22153-2842; telephone numbers are (703) 440-1400 and (800) 443-3742. Entries followed by an EJ number, announced monthly in the CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), are not available through EDRS. However, they can be located in the journal section of most larger libraries by using the bibliographic information provided, requested through Interlibrary Loan, or ordered from the UMI reprint service.

Angell, Ann, and Patricia Avery. "Examining Global Issues in the Elementary Classroom." SOCIAL STUDIES 83(May/June 1992):113-117. EJ 458 401.

Becker, James, ed. SCHOOLING FOR A GLOBAL AGE. New York: McGraw-Hill, 1979. ED 116 126.

Hanvey, Robert. "An Attainable Global Perspective." THEORY INTO PRACTICE 21(Summer 1982):162-167. EJ 269 219.

Hartoonian, H. Michael, and Hilary Stock. A GUIDE TO CURRICULUM PLANNING IN GLOBAL STUDIES. Madison, WI: Wisconsin State Department of Public Instruction, 1992. ED 356 176.

Merryfield, Merry. "Preparing Social Studies Teachers for the Twenty-First Century: Perspectives on Program Effectiveness From a Study of Six Exemplary Teacher Education Programs in Global Education." THEORY AND RESEARCH IN SOCIAL STUDIES 20 (Winter 1992):17-26. EJ 450 763.

Merryfield, Merry, ed. THEORY INTO PRACTICE 32(Winter 1993). This entire issue is devoted to the topic: Teacher Education in Global Perspectives.

Remy, Richard, and Robert Woyach, eds. APPROACHES TO WORLD STUDIES: A HANDBOOK FOR CURRICULUM PLANNERS. Boston: Allyn & Bacon, 1989.

Tucker, Jan, and Peter Cistone. "Global Perspectives for Teachers: An Urgent Priority." JOURNAL OF TEACHER EDUCATION 42(January/February 1991):3-10. EJ 429 348.

Tye, Kenneth, ed. GLOBAL EDUCATION: FROM THOUGHT TO ACTION. Alexandria, VA: ASCD, 1990. ED 326 970.

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract RR93002014. The opinions expressed do not necessarily reflect the positions or policies of OERI or ED.

Supplemental support for the printing and distribution of this publication was provided by the Longview Foundation for Education in World Affairs and International Understanding, Inc.

ERIC Digest
Clearinghouse for Social Studies/Social Science Education

2805 EAST TENTH STREET • SUITE 120
INDIANA UNIVERSITY
BLOOMINGTON, INDIANA 47408
812-855-3838 • 800-266-3815

ERIC Digest EDO-SO-94-2 **April 1994**

Civic Education for Global Understanding

by Charles Titus

Preparation of young people for effective citizenship has been a major concern of American educators. Today, however, when the world has been made immeasurably smaller through revolutionary developments in communications and transportation, and as the planet is threatened by a constellation of transnational problems of staggering complexity, a different approach to citizenship preparation seems needed. This approach—which might be called civic education for global understanding—includes a renewed engagement with and dedication to the civic needs of our nation. It continues to involve "explicit and continuing study of the basic concepts and values underlying our democratic community and constitutional order" in the United States (Butts 1988, 184). It also incorporates, however, recognition that Americans are residents of a planet that has become a global village. This development requires our civic attention and action on a transnational and transcultural scale (Boulding 1988).

Why Do Americans Need Civic Education for Global Understanding? Plainly, American civic involvement needs restoration. Stuart Langton (1990, 305) has observed that post-modern life in the United States has created a number of "alienating conditions" which have become "barriers to healthy civic life today." These barriers, according to Langton, include an unending and rapid cascade of change, especially in the amount of information available and the speed with which it is handled; an enormous range of complex problems at local, national, and international levels; and confusion about "the amount of disinformation in advertising and public debate." Such factors contribute to an "apathy and consumerism" which numb Americans and induce in them a sense of helplessness "in the face of forces beyond their control."

This alienation has, according to Suzanne Morse (1989, 1), contributed to a continuing decline in the number of citizens who vote in public elections. Further, there has been troubling unfamiliarity of voters on key issues and problems when they do go to the polls. Serious societal dislocation such as crime, homelessness, and violence haunts America. These conditions call for renewed civic education about the structures and functions of American government and about a sense of community in America.

But beyond these very real demands for citizenship education devoted to the internal civic requirements of the nation, there exists, too, a need for a broader understanding that will equip young Americans to live effectively in the complex and interrelated world to which their country is inextricably connected. A host of transnational problems, including the disposal and regulation of nuclear weapons, the world-wide difficulties of environmental pollution, shortages of natural resources, and a rapidly emerging interdependent world economy, has in one way or another transformed the lives of almost all Americans. Our students need familiarity with what Elise Boulding (1988) has called a "global civic culture." That familiarity would help Americans recognize their obligations to their own nation and to the planet at large.

What Are the Components of Civic Education for Global Understanding? The first component involves educating young Americans about their nation's history and government, with emphasis upon the core concepts of democracy in the United States. The core concepts reflect content from four systems—political, legal, economic, and social—which when conjoined form the substance of democratic citizenship (Jarolimek 1990). This first component acknowledges American citizenship in a nation-state, which has its own history, traditions, culture, national identity, and national interests.

The second component sharpens student awareness that the responsibilities of- citizenship extend far beyond national boundaries and recognizes that irreversible global changes are challenging long-standing conceptions of American civic education. It enhances a growing sense of a civic responsibility to the planet at large. This second component of civic education for global understanding involves "development of competent and responsible citizens whose perspective, knowledge, and skills will enable them to participate more effectively in local, state, national, and international affairs" (Branson 1989, 1).

What Are the Goals of Civic Education for Global Understanding? Included in the first set of goals is a revivified civic interest and increased participation in community and national affairs by citizens; an improved civic literacy which flows from a sound understanding of the fundamental structure and operation of the American governmental system (including the United States Constitution); and an ability to make reasoned, reflective decisions about public policy issues. A renewed appreciation of America's history and cultures is also included among these goals, as is a heightened respect for an understanding of the bedrock of the American political experience. Achievement of these goals will help insure that Americans maintain and improve the democratic framework which has sustained the United States since its founding more than two centuries ago.

The second set of goals encompasses an enhanced recognition by Americans that their obligations of citizenship extend beyond the nation's frontiers; that all people have a common identity as members of the human species; and that the plethora of conditions once categorized as national problems are now, or very soon will be, transnational problems that require a

---

Charles Titus is a member of the History Department, Eastern Illinois University, Charleston, Illinois, where he directs the department's teacher education program and is Chair, Social Science Studies.

commitment to a "global civic culture" if they are to be solved (Boulding 1988). Also included among this second group of goals is a better understanding of this nation's changing international role in a post-Cold War world and knowledge of the expanding network of international connections which continues to tie nations ever more closely to each other. Meeting this set of goals will contribute to an enlightened recognition among Americans of the full range of this country's global connections and involvement.

How Is Citizenship Education for Global Understanding To Be Implemented? Implementation of a meaningful and effective civic education for global understanding requires changes from the way much civic education has traditionally been carried out. One change involves how we teach. As William T. Callahan (1990, 338) has commented, "[G]ood citizens are made not born. The repertoire of intellectual and interpersonal skills needed for effective civic participation must be learned, and to be learned well they must be practiced." The skills, which include the ability to help shape public judgment, are created by meeting, talking, and thinking with other members of the student's community inside and outside of the school.

Benjamin Barber (1992, 245-261) has outlined a model program of civic education at Rutgers University which teaches citizenship through a combination of schooling and community service. A similar program, with some modification, could be applied to secondary schools as well. Such efforts can help us renew our commitment to the national community through service to the local community.

Elise Boulding has described how much progress toward what she has called "a global civic culture" can be made through our individual participation in one or more "INGOs"—international non-governmental organizations, such as sister-city programs, Girl Scouts and Boy Scouts, sports associations, and other groups. Such participation can help to shatter our narrow, national encapsulation and expand our global understanding.

Implementation of civic education for global understanding calls for changes in the traditional approach to social studies subject matter as well. A revitalized history curriculum, which focuses on global connections in United States history (and there are many of these) can illuminate both our own past and our nation's continuing place in the world.

The study of geography is of paramount importance for it reveals where the resources of the world—human and non-human—are located and how they are related. It focuses on those geo-political factors which plainly will help shape our own history and the history of others; and it expands our knowledge of cultures beyond our own national boundary lines (Jarolimek 1990).

Economics too assumes a significant role in this new approach to civic education. Improved understanding of economics, particularly in terms of international trade and how such trade has been shaped by the development of manufacturing processes and wage and labor considerations in many countries, is of cardinal importance (Jarolimek 1990).

Achieving a new civic education for global understanding will be difficult. Many factors mitigate against it. These include the inertia induced by what has been called the "deep structure of American schools" (Tye 1992, 10) and resistance by some who, alarmed by the term "global," may see such efforts as a threat to national unity. Yet the future of American democracy depends in large part on how well the citizens of our nation gain the competence of citizenship needed to carry out their civic responsibilities, both here at home and in the world.

References and ERIC Resources

The following list of resources includes references used to prepare this Digest. The items followed by an ED number are available in microfiche and/or paper copies from the ERIC Document Reproduction Service (EDRS). For information about prices, contact EDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2852; telephone numbers are (703) 440-1400 and (800) 443-3742. Entries followed by an EJ number, annotated monthly in CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), are not available through EDRS. However, they can be located in the journal section of most larger libraries by using the bibliographic information provided, requested through Interlibrary Loan, or ordered from the UMI reprint service.

Barber, Benjamin R. AN ARISTOCRACY OF EVERYONE: THE POLITICS OF EDUCATION AND THE FUTURE OF AMERICA. New York: Ballantine Books, 1992.

Boulding, Elise. BUILDING A GLOBAL CIVIC CULTURE: EDUCATION FOR AN INTERDEPENDENT WORLD. New York: Teachers College Press, 1988.

Branson, Margaret S. INTERNATIONAL AND CITIZENSHIP EDUCATION: NEED AND NEXUS. Paper presented at the International Conference on Constitutional Government and the Development of an Enlightened Citizenry, Los Angeles, CA, September, 1989. ED 314 302.

Butts, R. Freeman. THE MORALITY OF DEMOCRATIC CITIZENSHIP: GOALS FOR CIVIC EDUCATION IN THE REPUBLIC'S THIRD CENTURY. Calabasas, CA: Center for Civic Education, 1988. ED 341 593.

Callahan, William T., Jr. "Conference Recommendations." In CITIZENSHIP FOR THE 21ST CENTURY, edited by William T. Callahan, Jr., and Ronald A. Banaszak. Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education, 1990. ED 329 450.

Jarolimek, John. "The Knowledge Base of Democratic Citizens." THE SOCIAL STUDIES 81 (September/October 1990): 21-23. EJ 419 172.

Langton, Stuart. "Citizenship Participation and Citizenship Education in the 21st Century." In CITIZENSHIP FOR THE 21ST CENTURY, edited by William T. Callahan, Jr., and Ronald A. Banaszak. Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education, 1990. ED 329 450.

Morse, Suzanne. RENEWING CIVIC CAPACITY: PREPARING COLLEGE STUDENTS FOR SERVICE AND CITIZENSHIP. ASHE-ERIC Higher Education Report No. 8. Washington, DC: School of Education and Human Development, The George Washington University, 1989. ED 321 704.

Tye, Kenneth. "Restructuring Schools: Beyond the Rhetoric." PHI DELTA KAPPAN 74 (September 1992): 9-14. EJ 449 869.

This ERIC Digest is one of a series on topics in social studies/social science education. For $5.00, an annual subscription to receive each Digest may be ordered. Call our toll free telephone number, (800) 266-3815 for more information.

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract RR93002014. The opinions expressed do not necessarily reflect the positions or policies of OERI or ED.

Multicultural Education

Multicultural Education: Teaching Resources

From *Social Education*

ERIC NUMBER: EJ549846
TITLE: Now Is Your Time : A Middle School History Unit.
AUTHOR: Yeager, Elizabeth Anne And Others
JOURNAL CITATION: Social Education, v61 n4 p207-09 Apr-May 1997
ISSN: 0037-7724
ABSTRACT: Describes a middle school history unit focused on the African American experience. The unit is constructed around four general types of historical questions that can be applied to any history unit. These are informational, empathetic, methodological, and analytical/evaluative. Provides examples of each type of question. (MJP)
ERIC DESCRIPTORS: Black Culture *Black History Consciousness Raising Course Content *Curriculum Development Curriculum Enrichment *Educational Objectives Educational Responsibility *History Instruction Intermediate Grades Junior High Schools Middle Schools Multicultural Education Outcomes of Education Racial Discrimination Social Studies Student Reaction *United States History Units of Study
ERIC IDENTIFIERS: Myers (Walter Dean)

ERIC NUMBER: EJ536760
TITLE: Global Connections. Six Lesson Plans.
AUTHOR: Salmon, Sue Anne And Others
JOURNAL CITATION: Social Education, v60 n7 suppl p1-8 Nov-Dec 1996
ISSN: 0037-7724
ABSTRACT: Presents six lesson plans that illustrate thematic strands contained in "Expectations of Excellence: Curriculum Standards for Social Studies." Each plan also relates to the ninth strand of the standards, "Global Connections." The lesson plans cover a variety of subjects, grade levels, and instructional strategies. (MJP)
ERIC DESCRIPTORS: *Colonial History (United States) Cultural Pluralism Elementary Secondary Education Film Study Global Approach *Global Education Immigration *Interdisciplinary Approach Learning Activities Multicultural Education *Social Studies *United States History
ERIC IDENTIFIERS: *Curriculum Standards for Social Studies

ERIC NUMBER: EJ485670
TITLE: Globalization of United States History: Six Strategies.
AUTHOR: Benitez, Helena
JOURNAL CITATION: Social Education, v58 n3 p142-44 Mar 1994
ISSN: 0037-7724
ABSTRACT: Asserts that U. S. history instruction is too often characterized by a narrow focus on national events and leaders viewed through a monocultural lens. Proposes an approach that replaces this narrow view of the past with one that regards the contemporary United States as the result of both internal struggle and global interaction. (CFR)
ERIC DESCRIPTORS: Class Activities Cultural Differences Curriculum Design *Educational Strategies Elementary Secondary Education *Global Approach *History Instruction Integrated Curriculum *International Education Multicultural Education Role Playing Teaching Methods *Thematic Approach *United States History

Multicultural Education: Background

From *Social Education*,

ERIC NUMBER: EJ561952
TITLE: Teaching World War I from Multiple Perspectives.
AUTHOR: Foster, Stuart J. Rosch, Richard
JOURNAL CITATION: Social Education, v61 n7 p429-34 Nov-Dec 1997
ISSN: 0037-7724
ABSTRACT: Outlines a multicultural approach to World War I that emphasizes the truly international character of the war, in which many soldiers and support workers from European colonies were compelled to participate. Discusses the fighting in East Africa and Asia, as well as, the contributions of the Indian Expeditionary Forces. (MJP)
ERIC DESCRIPTORS: African History Asian History Conflict Cultural Pluralism Foreign Countries Global Education *International Relations *Military Service *Minority Groups *Multicultural Education Secondary Education Teaching Methods United States History *World War I
ERIC IDENTIFIERS: *Africa (Sub Sahara)

ERIC NUMBER: EJ549849
TITLE: The 1996 Carter G. Woodson Book Awards.
JOURNAL CITATION: Social Education, v61 n4 p216-17 Apr-May 1997
ISSN: 0037-7724
ABSTRACT: Discusses this year's recipients of the award that honors books dealing with subjects related to U.S. ethnic minorities and race relations in a manner suitable for young readers. The books include the story of a young Navajo girl learning to weave and an account of the Tuskegee airmen. (MJP)
ERIC DESCRIPTORS: Adolescent Literature Annotated Bibliographies Awards Books Childrens Literature *Cultural Pluralism Curriculum Enrichment Elementary Secondary Education *Ethnic Groups Instructional Material Evaluation Instructional Materials Interdisciplinary Approach *Multicultural Education *Racial Relations Reading Materials Recreational Reading *Social Studies Supplementary Reading Materials
ERIC IDENTIFIERS: Woodson (Carter G)

ERIC NUMBER: EJ546648
TITLE: Citizenship, Diversity and Distance Learning: Videoconferencing in Connecticut.
AUTHOR: Sembor, Edward C.
JOURNAL CITATION: Social Education, v61 n3 p154-59 Mar 1997
ISSN: 0037-7724
ABSTRACT: Profiles a videoconference that brought together two seventh-grade classes in Connecticut. Over several days, white, middle-class, rural students discussed topical issues with urban black students. Topics raised included diversity, politics, gun control and local issues. Includes students' responses to the program. (MJP)
ERIC DESCRIPTORS: Citizen Participation *Citizenship Education Cultural Pluralism Democratic Values *Distance Education Educational Technology Grade 7 *Interactive Television Interactive Video Junior High Schools Middle Schools *Multicultural Education Social Studies Socialization *Student Participation *Teleconferencing
ERIC IDENTIFIERS: *Connecticut

ERIC NUMBER: EJ545384
TITLE: Appeasing the Right, Missing the Point? Reading the New York State Social Studies Framework.
AUTHOR: Grant, S. G.
JOURNAL CITATION: Social Education, v61 n2 p102-06 Feb 1997
ISSN: 0037-7724
ABSTRACT: Uses the example of New York State to illustrate how the rancorous political debate over education can render national standards irrelevant and

contradictory. In appeasing so many factions the standards become inclusive to the point of obfuscation. Provides a brief overview of the controversy concerning national standards. (MJP)
ERIC DESCRIPTORS: *Academic Standards Conservatism *Controversial Issues (Course Content) Course Content *Curriculum Development Educational Change Educational Objectives Educational Principles Elementary Secondary Education Guidelines History *Multicultural Education *Politics of Education Social Attitudes Social Studies *State Standards Values
ERIC IDENTIFIERS: *New York

ERIC NUMBER: EJ540246
TITLE: "Any History is Someone's History:" Listening to Multiple Voices from the Past.
AUTHOR: Levstik, Linda S.
JOURNAL CITATION: Social Education, v61 n1 p48-51 Jan 1997
ISSN: 0037-7724
ABSTRACT: Argues that historical knowledge is socially constructed, dependent upon the interplay of past, and current accepted theories and research. Maintains that history instruction should both reflect and promote this through the inclusion of multiple points of view, student centered instruction, and experiential learning. (MJP)
ERIC DESCRIPTORS: *Cultural Influences Educational Innovation *Educational Theories Elementary Secondary Education Experiential Learning *Historiography History *History Instruction *Multicultural Education *Open Education Social Influences Social Science Research Social Studies
ERIC IDENTIFIERS: *Loewen (James W)

ERIC NUMBER: EJ536765
TITLE: The New Civics Education: An Integrated Approach for Australian Schools.
AUTHOR: Print, Murray
JOURNAL CITATION: Social Education, v60 n7 p443-46 Nov-Dec 1996
ISSN: 0037-7724
ABSTRACT: Describes the recent revitalization of civics education in Australian schools. This approach incorporates traditional citizenship education into a new curriculum that addresses environmental and multicultural issues. Delineates the guidelines and goals of this new curriculum. (MJP)
ERIC DESCRIPTORS: Citizenship Education *Civics *Curriculum Development *Educational Innovation Educational Trends Elementary Secondary Education *Environmental Education Foreign Countries Global Education *Indigenous Populations Instructional Improvement Law Related Education *Multicultural Education Social Studies
ERIC IDENTIFIERS: *Australia

ERIC NUMBER: EJ536752
TITLE: Real People, Common Themes: Using Trade Books To Counter Stereotypes.
AUTHOR: Sullivan, Jo
JOURNAL CITATION: Social Education, v60 n7 p399-401 Nov-Dec 1996
ISSN: 0037-7724
ABSTRACT: Advocates introducing children to other cultures through the use of trade books illustrating social studies themes. Outlines ways to build a better understanding of cultures through interest created by accurate and well-written books. Briefly reviews three books for the elementary, intermediate, and young adult audience. (MJP)
ERIC DESCRIPTORS: *Adolescent Literature *Childrens Literature Consciousness Raising Cross Cultural Training Cultural Awareness *Cultural Pluralism Elementary Secondary Education *Multicultural Education *Reading Material Selection Social Studies Stereotypes Supplementary Reading Materials Teaching Methods
ERIC IDENTIFIERS: *Randolph (Brenda) *Trade Books

ERIC NUMBER: EJ534982
TITLE: Conflict between Law & Religion: A Peaceful Solution for the Teaching of December Holidays.
AUTHOR: Schaeffer, Arthur Gross Bass, Michelle Britton
JOURNAL CITATION: Social Education, v60 n5 p308-12 Sep 1996
ISSN: 0037-7724
ABSTRACT: Provides a series of guidelines, suggestions, and teaching activities designed to promote multicultural awareness during the December holiday season. The instructional activities, developed by a group of teachers and clergy, aim to educate students about holiday celebrations from many cultures. Includes lists of activities counterproductive to this goal. (MJP)
ERIC DESCRIPTORS: Blacks Christianity *Classroom Environment Constitutional Law *Cultural Activities Cultural Context Cultural Pluralism Curriculum Enrichment Elementary Secondary Education Instructional Improvement Judaism *Multicultural Education *Religious Cultural Groups Religious Differences Religious Factors *Religious Holidays *State Church Separation Teacher Behavior
ERIC IDENTIFIERS: *Christmas Islam

ERIC NUMBER: EJ530105
TITLE: An Annotated Bibliography of Resources for Literature-Based Instruction.
AUTHOR: McGowan, Meredith J. Powell, James H.
JOURNAL CITATION: Social Education, v60 n4 p231-32 Apr-May 1996
ISSN: 0037-7724
ABSTRACT: Presents an annotated bibliography of bibliographies, guides, reference works, and journal articles supporting literature-based instruction. Includes annotated bibliographies concerning storytelling, multicultural education, and teaching methods. (MJP)
ERIC DESCRIPTORS: Adolescent Literature Annotated Bibliographies Childrens Literature Educational Resources Elementary Secondary Education *Instructional Materials *Interdisciplinary Approach Multicultural Education Reading Materials *Reading Material Selection *Social Studies Story Telling *Thematic Approach
ERIC IDENTIFIERS: *Coles (Robert)

ERIC NUMBER: EJ530103
TITLE: Using Trade Books to Teach Middle Level Social Studies.
AUTHOR: Lombard, Robert H.
JOURNAL CITATION: Social Education, v60 n4 p223-26 Apr-May 1996
ISSN: 0037-7724
ABSTRACT: Provides a more in-depth look at selected historical fiction from the "1995 Notable Trade Books in the Field of Social Studies." Includes learning activities for middle school students constructed around several of the books. The historical works address diverse subjects such as the African American experience and World War II. (MJP)
ERIC DESCRIPTORS: *Adolescent Development *Adolescent Literature Civil War (United States) Cultural Pluralism Heritage Education *Interdisciplinary Approach Learning Activities Middle Schools *Multicultural Education North American History Reading Materials Selection *Social Studies Thematic Approach World War II
ERIC IDENTIFIERS: *Murphy (C R) Trade Books

ERIC NUMBER: EJ530099
TITLE: The Story of Ourselves: Fostering Multiple Historical Perspectives.
AUTHOR: Tunnell, Michael O. Ammon, Richard
JOURNAL CITATION: Social Education, v60 n4 p212-15 Apr-May 1996
ISSN: 0037-7724
ABSTRACT: Criticizes most history textbooks for presenting a single perspective with few conflicting ideas. Characterizes literature-based instruction as a resource

rich in multiple viewpoints that invites the reader to enter into moral discussions about historical events. Presents several examples of trade books illustrating specific historical periods with accompanying activities. (MJP)
ERIC DESCRIPTORS: Adolescent Literature Childrens Literature Cultural Awareness Elementary Secondary Education Historiography *Instructional Effectiveness *Interdisciplinary Approach *Multicultural Education Reading Materials *Reading Material Selection *Social Studies *Student Interests Student Motivation Supplementary Reading Materials Textbook Bias Thematic Approach
ERIC IDENTIFIERS: *Bigelow (William) Trade Books

ERIC NUMBER: EJ530098
TITLE: Diversity and Trade Books: Promoting Conceptual Learning in Social Studies.
AUTHOR: Kim, Cathy Y. Garcia, Jesus
JOURNAL CITATION: Social Education, v60 n4 p208-11 Apr-May 1996
ISSN: 0037-7724
ABSTRACT: Argues that literature-based social studies provide personal perspectives for examining essential social studies concepts and generalizations. Includes lesson sequences utilizing trade books to teach about poverty, hope, and involuntary relocation for primary, middle, and secondary school students. Briefly describes the books mentioned and includes extension activities. (MJP)
ERIC DESCRIPTORS: Annotated Bibliographies Concept Formation *Concept Teaching Cultural Pluralism Current Events Elementary Secondary Education Empathy Homeless People *Interdisciplinary Approach Learning Activities Literature *Multicultural Education Poverty Reading Materials Selection *Social Problems Social Responsibility *Social Studies
ERIC IDENTIFIERS: *Banks (James A) Trade Books

ERIC NUMBER: EJ528550
TITLE: Promoting Tolerance in Preservice Teachers.
AUTHOR: Swearingen, Judith A.
JOURNAL CITATION: Social Education, v60 n3 p152-54 Mar 1996
ISSN: 0037-7724
ABSTRACT: Describes a social science methods course where preservice teachers taught a unit on controversial topics involving tolerance and intolerance. Students were forbidden to lecture. Permitted methods included cooperative learning, inquiry, simulations, jackdaws, documents, and sociodrama. Student response was generally positive. (MJP)
ERIC DESCRIPTORS: *Consciousness Raising Course Content Cultural Pluralism Higher Education *Humanistic Education *Methods Courses Multicultural Education *Preservice Teacher Education Racial Discrimination Social Bias Social Integration Social Studies *Student Teacher Attitudes Teacher Education Programs Teacher Role
ERIC IDENTIFIERS: *Zeichner (Kenneth M)

ERIC NUMBER: EJ528549
TITLE: Beyond Socialization and Multiculturalism: Rethinking the Task of Citizenship Education in a Pluralistic Society.
AUTHOR: Grelle, Bruce Metzger, Devon
JOURNAL CITATION: Social Education, v60 n3 p147-151 Mar 1996
ISSN: 0037-7724
ABSTRACT: Asserts that the parameters and objectives of citizenship education should be expanded to incorporate multicultural perspectives. Criticizes traditional citizenship education for promoting limited objectives reflecting the status quo. Maintains that changing demographics and an emphasis on critical

thinking necessitate a broader curriculum. (MJP)
ERIC DESCRIPTORS: *Citizenship Education Consciousness Raising Cultural Pluralism Curriculum Development Democratic Values *Educational Change *Educational Objectives Elementary Secondary Education Humanistic Education Instructional Development *Multicultural Education *Role of Education Social Change Social Integration *Socialization Social Studies
ERIC IDENTIFIERS: *Leming (James S)

ERIC NUMBER: EJ526704
TITLE: Islam: Stereotypes Still Prevail.
AUTHOR: Blasing, Rick
JOURNAL CITATION: Social Education, v60 n2 p107-10 Feb 1996
ISSN: 0037-7724
ABSTRACT: Explores and criticizes the negative image of Islamic culture often fostered by Western media. Briefly considers the career, contributions, and example of Yusuf Islam (the former Cat Stevens). Includes a list of common misconceptions about Islam followed by corrective information. (MJP)
ERIC DESCRIPTORS: *Bias Cross Cultural Studies Cultural Awareness *Cultural Pluralism Ethnocentrism Foreign Countries Global Education *Islamic Culture *Multicultural Education Non Western Civilization Religious Differences *Religious Factors Secondary Education Social Studies *Stereotypes
ERIC IDENTIFIERS: Islam (Yusuf) *Jihad

ERIC NUMBER: EJ526702
TITLE: Multicultural Understanding Through Literature.
AUTHOR: Koeller, Shirley
JOURNAL CITATION: Social Education, v60 n2 p99-103 Feb 1996
ISSN: 0037-7724
ABSTRACT: Argues that the illuminating, conceptual, and contextual qualities of literature make it an excellent resource for teaching social studies concepts, especially those concerning multiculturalism. Advocates reading the books as complete works rather than piecemeal assignments. Includes suggestions for selected books and related topics. (MJP)
ERIC DESCRIPTORS: *Childrens Literature Elementary Secondary Education *Instructional Effectiveness Instructional Innovation *Interdisciplinary Approach *Multicultural Education *Reading Materials Reading Material Selection Social Studies Supplementary Reading Materials Writing Assignments
ERIC IDENTIFIERS: *Parks (Rosa) Wong (Bill)

ERIC NUMBER: EJ518968
TITLE: NCSS as Portrayed in ERIC: A Sampler of Resources in ERIC/ChESS.
AUTHOR: Risinger, C. Frederick
JOURNAL CITATION: Social Education, v59 n7 p455 Nov-Dec 1995
NOTE: Theme issue topic: "A History of NCSS: 75 Years of Service."
ISSN: 0037-7724
ABSTRACT: Maintains that materials from and about the National Council for the Social Studies (NCSS) began to appear in the ERIC system immediately following the establishment of the ERIC Clearinghouse for Social Studies/Social Science Education in 1971. Presents an annotated bibliography of 15 selected ERIC resources. (CFR)
ERIC DESCRIPTORS: *Curriculum Development *Educational Change *Educational History Educational Technology Elementary Secondary Education Higher Education Multicultural Education Organizational Development *Professional Associations Social Change *Social Studies
ERIC IDENTIFIERS: *ERIC Clearinghouse for Social Studies Soc Sci Educ *National Council for the Social Studies

ERIC NUMBER: EJ502253

TITLE: Notable Children's Trade Books in the Field of Social Studies, January-December 1994.
JOURNAL CITATION: Social Education, v59 n4 p211-26 Apr-May 1995
ISSN: 0037-7724
ABSTRACT: Presents an annotated bibliography of 154 trade books selected by a joint committee of the National Council for the Social Studies and the Children's Book Council and recommended for use in social studies education. Presents the criteria for selection and categorizes the books into primary, intermediate, and advanced levels. (CFR)
ERIC DESCRIPTORS: *Adolescent Literature Biographies Books *Childrens Literature *Content Area Reading Elementary Secondary Education Environmental Education Folk Culture Geography Multicultural Education *Reading Materials Social Problems *Social Studies United States History World History
ERIC IDENTIFIERS: *Childrens Book Council *National Council for the Social Studies Trade Books

ERIC NUMBER: EJ500269
TITLE: History Standards and Culture Wars.
AUTHOR: Nash, Gary B. Dunn, Ross E.
JOURNAL CITATION: Social Education, v59 n1 p5-7 Jan 1995
ISSN: 0037-7724
ABSTRACT: Reports on the controversy about the National History Standards, released in 1994 as part of the Goals 2000 program. Argues that the standards encourage critical thinking skills, active learning, use of primary sources, and integration of art and literature into history. (CFR)
ERIC DESCRIPTORS: Active Learning Critical Thinking *Cultural Pluralism *Educational Change Elementary Secondary Education Federal Programs *History *History Instruction Integrated Curriculum Multicultural Education *National Programs Primary Sources Social Studies *Social Values Sociocultural Patterns
ERIC IDENTIFIERS: Goals 2000 National Endowment for the Humanities *National History Standards Political Correctness University of California Los Angeles

ERIC NUMBER: EJ496917
TITLE: Multicultural Education vs
TITLE:Racist Education: The Debate in Canada.
AUTHOR: Kehoe, John W.
JOURNAL CITATION: Social Education, v58 n6 p354-58 Oct 1994
ISSN: 0037-7724
ABSTRACT: Contends that a debate is taking place about the comparative meaning and merits of multicultural and antiracist education. Concludes that research into the effects of antiracist teaching and multicultural education suggests that, although positive effects are weak, antiracist teaching should continue. (CFR)
ERIC DESCRIPTORS: *Cultural Pluralism *Culture Conflict Educational Objectives Educational Research Elementary Secondary Education *Ethnic Groups Ethnic Stereotypes Foreign Countries *Multicultural Education Racial Bias *Racial Relations Research Utilization Social Science Research Theory Practice Relationship
ERIC IDENTIFIERS: *Canada

ERIC NUMBER: EJ496916
TITLE: Five Paradigms of Ethnic Relations.
AUTHOR: Janzen, Rod
JOURNAL CITATION: Social Education, v58 n6 p349-53 Oct 1994
ISSN: 0037-7724
ABSTRACT: Contends that a major focus of contemporary U.S. education is the nature and character of interethnic relationships. Discusses five models of ethnic relations: (1) traditional Eurocentric Racism; (2) Melting Pot Assimilationism;

(3) Ethnic Nationalism; (4) Globalism; and (5) Centered Pluralism. (CFR)
ERIC DESCRIPTORS: *Cultural Differences Cultural Images Cultural Pluralism Educational Objectives *Educational Philosophy Elementary Secondary Education Ethnic Bias *Ethnic Groups Ethnicity *Ethnic Relations *Ethnocentrism Global Education *Multicultural Education Nationalism Teacher Attitudes United States History World History
ERIC IDENTIFIERS: Afrocentrism *Anglo Saxons Eurocentrism

ERIC NUMBER: EJ492072
TITLE: The 1992 and 1993 Carter G. Woodson Book Awards.
AUTHOR: Banks, Cherry A. McGee and La Grone, Susan
JOURNAL CITATION: Social Education, v58 n5 p316-20 Sep 1994
ISSN: 0037-7724
ABSTRACT: States that the Carter G. Woodson Book Award was established to encourage the writing, publishing, and dissemination of outstanding social science books that treat ethnic minority and race relation issues sensitively and accurately. Presents an annotated bibliography of the 12 award-winning books for 1992-93. (CFR)
ERIC DESCRIPTORS: Annotated Bibliographies *Blacks *Childrens Literature *Content Area Reading Elementary Secondary Education Ethnic Groups Multicultural Education Racial Relations Reading Interests *Reading Materials *Social Studies *Supplementary Reading Materials
ERIC IDENTIFIERS: *National Council for the Social Studies Woodson (Carter G)

ERIC NUMBER: EJ492065
TITLE: Using Fiction to Teach History: Multicultural and Global Perspectives of World War II.
AUTHOR: Kornfield, John
JOURNAL CITATION: Social Education, v58 n5 p281-86 Sep 1994
ISSN: 0037-7724
ABSTRACT: Asserts that the growing interest in multicultural and global education is encouraging teachers to search for new ways to teach history. Describes the use of historical fiction in a sixth-grade, interdisciplinary, multicultural unit on World War II. Includes an annotated bibliography of 33 recommended books. (CFR)
ERIC DESCRIPTORS: Annotated Bibliographies Childrens Literature *Content Area Reading Educational Strategies Elementary Education Fiction Geography Instruction *Global Approach Global Education Grade 6 *History Instruction Interdisciplinary Approach Intermediate Grades *Multicultural Education Reading Materials Reading Skills *Social Studies Teaching Methods United States History World History *World War II

ERIC NUMBER: EJ482373
TITLE: A Response to the NCSS Guidelines on Multicultural Education.
AUTHOR: Renyi, Judith Lubeck, Dennis R.
JOURNAL CITATION: Social Education, v58 n1 p4-6 Jan 1994
ISSN: 0037-7724
ABSTRACT: Responds to the revised National Council for the Social Studies Guidelines on Multicultural Education. Maintains that the guidelines contribute the common misunderstanding about the relationship between multicultural and international education. Argues that the arts and humanities must be a part of effective multicultural education. (CFR)
ERIC DESCRIPTORS: Aesthetic Values Art Art Education Citizenship Education Cultural Pluralism *Educational Objectives Elementary Secondary Education Global Approach *Humanities Humanities Instruction *International Education *Multicultural Education Social Studies
ERIC IDENTIFIERS: Banks (James) Global Education *National Council for the Social Studies

Multicultural Education: Teaching Resources

From *Social Studies and the Young Learner,*

ERIC NUMBER: EJ495564
TITLE: Personal Life Stories: A Strategy for Empowerment.
AUTHOR: McKinney, Linda J. Fry, Pamela G.
JOURNAL CITATION: Social Studies and the Young Learner, v7 n1 p7-9 Sep-Oct 1994
ISSN: 1056-0300
ABSTRACT: Discusses the use of life stories as a strategy for validating student life experiences, developing tolerance for and appreciation of other cultures and improving student attitudes about themselves and their peers. Describes a literature-based, college-level course for inservice teachers in which life stories were the dominant theme. (CFR)
ERIC DESCRIPTORS: *Biographies *Childrens Literature Cultural Images Cultural Pluralism Elementary Education Higher Education Inservice Teacher Education *Multicultural Education *Social Studies Student Attitudes *Teaching Methods *Writing Instruction Writing Skills
ERIC IDENTIFIERS: University of Oklahoma

ERIC NUMBER: EJ487181
TITLE: Multiculturalism versus Unity and Commonality. Teacher's Resources.
AUTHOR: Porter, Priscilla H., Ed.
JOURNAL CITATION: Social Studies and the Young Learner, v6 n3 p23-25 Jan-Feb 1994
ISSN: 1056-0300
ABSTRACT:Asserts that social studies is a natural medium for teaching cross-cultural understanding and making education more meaningful for students from different ethnic, social, or cultural backgrounds. Presents a bibliographical essay including recommended teacher and student resources on issues related to multiculturalism and national unity. (CFR)
ERIC DESCRIPTORS: *Childrens Literature Class Activities Content Area Reading Cultural Differences *Cultural Pluralism *Curriculum Development Curriculum Enrichment Educational Objectives *Educational Strategies Elementary Education Ethnic Groups *Multicultural Education Social Attitudes *Social Studies

ERIC NUMBER: EJ487177
TITLE: Expanding Multicultural Curriculum: Helping Children Discover Cultural Similarities.
AUTHOR: Fry, Pamela G. And Others
JOURNAL CITATION: Social Studies and the Young Learner, v6 n3 p12-15 Jan-Feb 1994
ISSN: 1056-0300
ABSTRACT:Reviews research on the development of social attitudes by elementary children. Reports on a study of the impact of children's literature and response activities on attitudinal shifts among 18 second-grade students. Recommends further research and provides a 12-item annotated bibliography reflecting cultural similarities. (CFR)
ERIC DESCRIPTORS: Childhood Attitudes *Childrens Literature Class Activities Content Area Reading Cultural Activities Cultural Differences *Cultural Pluralism Cultural Traits *Curriculum Development *Educational Strategies Elementary Education Ethnic Groups Grade 2 Interdisciplinary Approach *Multicultural Education *Social Studies Stereotypes
ERIC IDENTIFIERS: *National Council for the Social Studies

ERIC NUMBER: EJ487176
TITLE: Using the 1930s' "Here and Now" Curriculum to Teach Cultural Diversity in the '90s.
AUTHOR: Wellhousen, Karyn

JOURNAL CITATION: Social Studies and the Young Learner, v6 n3 p9-11 Jan-Feb 1994
ISSN: 1056-0300

ABSTRACT: Discusses the curriculum approach recommended by Lucy Sprague Mitchell in the 1930s that emphasized real life experiences and discoveries. Asserts that the underlying principles of the "here and now" curriculum are appropriate for today's educational environment. Describes five instructional strategies using this approach. (CFR)

ERIC DESCRIPTORS: Art *Curriculum Development Early Childhood Education Educational History Educational Objectives *Educational Strategies *Experiential Learning *Interdisciplinary Approach Multicultural Education Music Primary Education Role Playing *Social Studies Student Attitudes *Teaching Methods
ERIC IDENTIFIERS: *Mitchell (Lucy Sprague)

Multicultural Education: Background

From *Social Studies and the Young Learner*,

ERIC NUMBER: EJ546643
TITLE: Software Enhancements for a Diverse Family Unit. Curriculum Concerns.
AUTHOR: Morin, Joy Ann
JOURNAL CITATION: Social Studies and the Young Learner, v9 n3 p24-26 Jan-Feb 1997
ISSN: 1056-0300
ABSTRACT: Discusses ways in which software (available at most school computing sites) can be used to create interesting visuals for lesson plans and activities. Describes a series of computer-generated graphics (created using Microsoft PowerPoint) designed to support a unit on families and diversity. (MJP)
ERIC DESCRIPTORS: *Computer Graphics *Computer Software Computer Uses in Education Cultural Pluralism Educational Technology Elementary Education *Family (Sociological Unit) *Multicultural Education Multimedia Instruction *Social Studies *Visual Aids

ERIC NUMBER: EJ546637
TITLE: State History and African American History: An Interdisciplinary Civil Rights Approach.
AUTHOR: Yeager, Elizabeth Anne And Others
JOURNAL CITATION: Social Studies and the Young Learner, v9 n3 p14-17 Jan-Feb 1997
ISSN: 1056-0300
ABSTRACT: Describes a middle school class that incorporated social studies and state history into a course on African American history. Recommends the children's book, "African Americans in Florida," a model for an exploration of state history that can be used as a guide by teachers looking for similar books. (MJP)
ERIC DESCRIPTORS: Black Culture *Black History Civil Liberties *Civil Rights Curriculum Development *Interdisciplinary Approach Intermediate Grades Junior High Schools Language Arts *Local History Middle Schools Multicultural Education Social Studies
ERIC IDENTIFIERS: *African Americans

ERIC NUMBER: EJ541932
TITLE: Real People, Real Places.
AUTHOR: Field, Sherry L. And Others
JOURNAL CITATION: Social Studies and the Young Learner, v9 n2 p16-18,23 Nov-Dec 1996
ISSN: 1056-0300
ABSTRACT: Describes a class project where Taiwanese and U.S. students used computers to communicate and work on several joint projects. The students communicated through e-mail and exchanged videos about their school and autobiographies. They collaborated on several culminating projects including creating some hypertext documents with shared links. (MJP)
ERIC DESCRIPTORS: *Computer Mediated Communication *Computer Uses in Education *Electronic Mail Elementary Education Foreign Countries Foreign Students Global Education International Educational Exchange *Multicultural Education Multimedia Instruction *Social Studies Student Participation *Student Projects
ERIC IDENTIFIERS: *Taiwan

ERIC NUMBER: EJ528537
TITLE: Selecting Books on Africa.
AUTHOR: Brown, Barbara B. And Others
JOURNAL CITATION: Social Studies and the Young Learner, v8 n4 p12-13,20 Mar-Apr 1996
ISSN: 1056-0300
ABSTRACT: Gently rebukes many acclaimed children's books on Africa for perpetuating an exotic and folkloric picture of that continent. Asserts that the daily reality of most Africans is centered around cities, occupations, transportation, and other aspects of modern life. Includes a list of 19 picture books that focus on these aspects. (MJP)

ERIC DESCRIPTORS: *African Culture *African History *African Literature Bibliographies *Cultural Pluralism Elementary Education Foreign Countries Geography Global Education Instructional Materials Interdisciplinary Approach *Multicultural Education Reading Material Selection *Social Studies Supplementary Reading Materials
ERIC IDENTIFIERS: *Africa

ERIC NUMBER: EJ528536
TITLE: Teaching about Human Rights and American Indians.
AUTHOR: Harvey, Karen D.
JOURNAL CITATION: Social Studies and the Young Learner, v8 n4 p6-10 Mar-Apr 1996
ISSN: 1056-0300
ABSTRACT: Presents a flexible lesson plan integrating teaching about human rights into the existing curriculum about American Indians. Asserts that American Indians have the right to maintain their cultural ways and connects that subject to the United Nations Universal Declaration of Human Rights. Includes three lists of resources and references. (MJP)
ERIC DESCRIPTORS: *American Indian Culture *American Indians Civil Liberties *Civil Rights Cultural Awareness *Cultural Maintenance Cultural Pluralism Educational Resources Elementary Education Equal Protection Freedom Humanistic Education Instructional Materials *Multicultural Education *Social Studies
ERIC IDENTIFIERS: *United Nations

ERIC NUMBER: EJ526687
TITLE: Extraordinary Aspects of Ordinary People and Everyday Places. Children's Literature.
AUTHOR: Mitchell-Powell, Brenda, Ed.
JOURNAL CITATION: Social Studies and the Young Learner, v8 n3 p18-20,32 Jan-Feb 1996
ISSN: 1056-0300
ABSTRACT: Presents a geographically based overview of children's literature highlighting the extraordinary experience of ordinary people. Recommended books cover subjects as diverse as the U.S. West and economically developing countries. A special effort has been made to include a multicultural perspective. (MJP)
ERIC DESCRIPTORS: *Childrens Literature *Cultural Pluralism Curriculum Enrichment Educational Resources Elementary Education Foreign Countries History Instruction Instructional Materials *International Education *Multicultural Education *Reading Materials Reading Material Selection *Social Studies Supplementary Reading Materials

ERIC NUMBER: EJ517063
TITLE: Standards and Practices: Children's Literature and Curricula Reform for the Twenty-First Century.
AUTHOR: Mitchell-Powell, Brenda
JOURNAL CITATION: Social Studies and the Young Learner, v8 n1 p19-21 Sep-Oct 1995
ISSN: 1056-0300
ABSTRACT: Maintains that implementing the new social studies curriculum standards has been a challenge for many elementary teachers. Asserts that high-quality children's literature is essential for an integrated, multicultural curriculum. Provides an annotated bibliography of 13 teacher resource books. (CFR)
ERIC DESCRIPTORS: Books *Childrens Literature Content Area Reading *Cultural Pluralism Curriculum Development *Educational Change *Educational Improvement Elementary Education Integrated Curriculum *Multicultural Education National Programs *Social Studies
ERIC IDENTIFIERS: *National Standards

ERIC NUMBER: EJ502293
TITLE: The Appropriate Ingredients for an Effective Social Studies Program: Cultural Diversity and Conceptual Learning. Perspectives.
AUTHOR: Walker, Amber Olsen, Ed. Garcia, Jesus, Ed.
JOURNAL CITATION: Social Studies and the Young Learner, v7 n4 p31-32 Mar-Apr 1995

NOTE: Theme issue topic: "Diverse Learners in the Social Studies Classroom."
ISSN: 1056-0300
ABSTRACT: Contends that it is increasingly clear that schools must prepare students to be able to adapt to a changing world. Asserts that multicultural education is an intellectual concept that should focus on significant social issues. Maintains that effective multicultural education requires conceptual teaching methods. (CFR)
ERIC DESCRIPTORS: Citizenship Education Controversial Issues (Course Content) *Cultural Pluralism Curriculum Development Educational Change *Educational Philosophy Elementary Secondary Education *Multicultural Education Public Affairs Education *Social Change *Social Problems *Social Studies Teacher Effectiveness Teaching Methods Teaching Styles
ERIC IDENTIFIERS: *National Council for the Social Studies

ERIC NUMBER: EJ502289
TITLE: Diversity Taboos: Religion and Sexual Orientation in the Social Studies Classroom. Curriculum Concerns.
AUTHOR: Wade, Rahima, Ed.
JOURNAL CITATION: Social Studies and the Young Learner, v7 n4 p19-22 Mar-Apr 1995
NOTE: Theme issue topic: "Diverse Learners in the Social Studies Classroom."
ISSN: 1056-0300
ABSTRACT: Asserts that, in many schools, educators have made great strides in responding to ethnic diversity and gender issues. Argues that two other aspects of diversity--sexual orientation and religious differences--are often ignored. Discusses curriculum design, school policy development, and teaching methods related to these topics. (CFR)
ERIC DESCRIPTORS: Childrens Literature *Cultural Pluralism *Educational Objectives Educational Strategies Elementary Education Intermediate Grades Minority Groups Multicultural Education *Religion *Religious Cultural Groups Religious Discrimination Sex Discrimination Sex Role Sex Stereotypes *Sexual Identity *Social Studies Teaching Methods United States History
ERIC IDENTIFIERS: *Sexual Orientation

ERIC NUMBER: EJ502288
TITLE: Critical Questions about Multicultural Big Books in the Early Childhood Classroom. Pull-Out Feature.
AUTHOR: Rowell, Elizabeth H.
JOURNAL CITATION: Social Studies and the Young Learner, v7 n4 ps1-4 Mar-Apr 1995
NOTE: Theme issue topic: "Diverse Learners in the Social Studies Classroom."
ISSN: 1056-0300
ABSTRACT: Contends that young children are fascinated by big books and teachers find them enjoyable and effective. Discusses appropriate multicultural content for big books and presents suggestions for effective classroom use. Includes a bibliography of big books categorized into six multicultural groupings. (CFR)
ERIC DESCRIPTORS: *Childrens Literature Content Area Reading Cultural Pluralism Early Childhood Education *Ethnic Groups *Learning Strategies *Multicultural Education *Picture Books *Reading Aloud to Others Reading Materials Self Concept Social Change Sociocultural Patterns Teaching Methods
ERIC IDENTIFIERS: *Big Books Trade Books

ERIC NUMBER: EJ502286
TITLE: Caring for Asian Pacific American Students in the Social Studies Classroom.
AUTHOR: Pang, Valerie Ooka Evans, Ronald W.
JOURNAL CITATION: Social Studies and the Young Learner, v7 n4 p11-14 Mar-Apr 1995
NOTE: Theme issue topic: "Diverse Learners in the Social Studies Classroom."
ISSN: 1056-0300
ABSTRACT: Maintains that social studies teachers need to know that Asian Pacific

American students are a diverse and increasing population. Discusses characteristics of Asian Pacific students and relevant self-concept research, and presents recommendations for learning activities and teacher-student interaction. (CFR)
ERIC DESCRIPTORS: *Asian Americans Biculturalism Childrens Literature *Classroom Environment Cultural Interrelationships *Cultural Pluralism Educational Research Elementary Secondary Education Ethnic Groups Foreign Countries Learning Activities Multicultural Education *Pacific Americans Reading Materials Self Concept Social Change *Social Studies Teacher Behavior Teacher Effectiveness *Teacher Student Relationship United States History World History
ERIC IDENTIFIERS: *Asia Pacific Region Pacific Islanders Pacific Islands Philippines Southeast Asians

ERIC NUMBER: EJ502285
TITLE: Arab Stereotypes and American Educators.
AUTHOR: Wingfield, Marvin Karaman, Bushra
JOURNAL CITATION: Social Studies and the Young Learner, v7 n4 p7-10 Mar-Apr 1995
NOTE: Theme issue topic: "Diverse Learners in the Social Studies Classroom."
ISSN: 1056-0300
ABSTRACT: Maintains that negative stereotypes of Arabs permeate U.S. popular culture. Discusses Arab stereotypes among educators and the effects of stereotyping on Arab American students. Describes efforts used in the Dearborn, MI, schools to eliminate stereotypes and integrate into the curriculum the study of Arab culture. (CFR)
ERIC DESCRIPTORS: *Arabs Biculturalism Bilingual Education Bilingual Students Cultural Differences *Cultural Images Cultural Pluralism Curriculum Development Educational Environment *Educational Strategies Elementary Secondary Education Ethnic Groups Ethnocentrism Immigrants Minority Groups Multicultural Education North Americans Social Studies *Stereotypes *Teacher Attitudes *Teacher Influence Teacher Role Teacher Student Relationship World History
ERIC IDENTIFIERS: Arabic Americans *Michigan (Dearborn)

ERIC NUMBER: EJ502284
TITLE: Diverse Learners in a Multicultural World.
AUTHOR: Carger, Chris Liska Ayers, William
JOURNAL CITATION: Social Studies and the Young Learner, v7 n4 p4-6 Mar-Apr 1995
NOTE: Theme issue topic: "Diverse Learners in the Social Studies Classroom."
ISSN: 1056-0300
ABSTRACT: Contends that multicultural education often is relegated to special ethnic food days or individual units inserted into the regular curriculum. Argues that multicultural education should be infused throughout the curriculum, instructional procedures, assessment, and even the structure of the school. (CFR)
ERIC DESCRIPTORS: *Cultural Interrelationships *Cultural Pluralism Curriculum Design *Educational Philosophy Educational Strategies Elementary Education Instructional Materials *Multicultural Education *Social Studies Sociocultural Patterns *Teacher Attitudes Teacher Behavior Teacher Student Relationship
ERIC IDENTIFIERS: *Angelou (Maya) Greene (Maxine)

ERIC NUMBER: EJ490099
TITLE: Global Connections. Media Corner.
AUTHOR: Braun, Joseph A., Jr., Ed.
JOURNAL CITATION: Social Studies and the Young Learner, v6 n4 p27-29 Mar-Apr 1994
NOTE: Theme issue topic: "Global Perspectives in a New World."
ISSN: 1056-0300
ABSTRACT: Contends that computers and television have contributed to a sense of global connectedness. Presents reviews of a computer software program and two videotape series that focus on global issues and children in other cultures. Asserts that instructional materials

such as these can help reduce ethnocentrism among students. (CFR)
ERIC DESCRIPTORS: Audiovisual Aids *Computer Software Computer Uses in Education *Cultural Images Cultural Pluralism Educational Strategies Elementary Education Ethnocentrism Folk Culture Foreign Countries *Global Approach *Instructional Materials *Multicultural Education Social Studies Student Attitudes *Videotape Recordings
ERIC IDENTIFIERS: *HyperCard World Game Institute

ERIC NUMBER: EJ490098
TITLE: Global Perspectives in a New World. Teacher's Resources.
AUTHOR: Porter, Priscilla H., Ed.
JOURNAL CITATION: Social Studies and the Young Learner, v6 n4 p23-26 Mar-Apr 1994
NOTE: Theme issue topic: "Global Perspectives in a New World."
ISSN: 1056-0300
ABSTRACT: Maintains that global and multicultural education frequently competes for attention in the social studies curriculum. Contends that a global perspective is compatible with multicultural education. Provides a bibliographic essay describing geography activity packets and posters, reference works, and hands-on "culture kits." (CFR)
ERIC DESCRIPTORS: Class Activities *Cultural Awareness Cultural Images *Educational Strategies Elementary Education Foreign Countries *Geography Instruction *Global Approach *Instructional Materials *Multicultural Education Reading Materials Social Studies
ERIC IDENTIFIERS: Africa *Geographic Educ National Implementation Project South America

ERIC NUMBER: EJ490097
TITLE: Promoting a Global Perspective. Children's Literature.
AUTHOR: McGowan, Tom, Ed. And Others
JOURNAL CITATION: Social Studies and the Young Learner, v6 n4 p19-22,29 Mar-Apr 1994
NOTE: Theme issue topic: "Global Perspectives in a New World."
ISSN: 1056-0300
ABSTRACT: Asserts that citizens are aware of growing global diversity and interdependence. Maintains that simply providing children with information about other cultures is not enough. Provides a bibliographic essay divided into eight themes related to cultural diversity. (CFR)
ERIC DESCRIPTORS: *Childrens Literature *Citizenship Education *Content Area Reading Cross Cultural Studies Cultural Differences Cultural Pluralism *Educational Strategies Elementary Education Foreign Countries *Global Approach Multicultural Education Reading Materials *Social Studies Student Attitudes Teaching Methods
ERIC IDENTIFIERS: *Global Studies Interdependence

ERIC NUMBER: EJ490094
TITLE: Social Studies Curriculum Renewal: Internationalizing the Curriculum.
AUTHOR: Blankenship, Glen
JOURNAL CITATION: Social Studies and the Young Learner, v6 n4 p14-16 Mar-Apr 1994
NOTE: Theme issue topic: "Global Perspectives in a New World."
ISSN: 1056-0300
ABSTRACT: Contends that existing social studies curricula do not prepare students to deal with rapid advancements in communications, technology, international politics, and the emerging global economy. Emphasizes that social studies curriculum reform must include a global perspective. (CFR)
ERIC DESCRIPTORS: Course Content *Course Descriptions *Curriculum Development *Curriculum Guides *Educational Change Elementary Secondary Education *Global Approach Interdisciplinary Approach Multicultural Education *Social Studies Student Attitudes Student Role Teacher Role
ERIC IDENTIFIERS: *Gwinnett County School System GA

ERIC NUMBER: EJ490091

TITLE: Teaching for Global Mindedness.
AUTHOR: Miller, F. Gene Jacobson, Michael G.
JOURNAL CITATION: Social Studies and the Young Learner, v6 n4 p4-6 Mar-Apr 1994
NOTE: Theme issue topic: "Global Perspectives in a New World."
ISSN: 1056-0300
ABSTRACT: Asserts that a primary goal of social studies is fostering attitudes and behaviors that reflect effective citizenship for a global, multicultural world. Discusses Robert Hanvey's "Five Dimensions of a Global Perspective" and how they relate to social studies course content. (CFR)
ERIC DESCRIPTORS: Citizenship Education Course Content Cultural Awareness Cultural Pluralism *Curriculum Development *Educational Strategies Elementary Education *Global Approach *Multicultural Education *Social Studies Student Behavior Teacher Behavior World Problems
ERIC IDENTIFIERS: *Hanvey (Robert G) *Interdependence

ERIC NUMBER: EJ487183
TITLE: What's Ahead for Social Studies? Perspectives.
AUTHOR: McKinney-Browning, Mabel C., Ed.
JOURNAL CITATION: Social Studies and the Young Learner, v6 n3 p29-32 Jan-Feb 1994
ISSN: 1056-0300
ABSTRACT: Reports on an interview with the president, past president, and president elect of the National Council for the Social Studies (NCSS) about the impact of the national standards movement and the future of social studies education. Discusses the Goals 2000 national standards projects and their relationship to NCSS Social Studies Standards efforts. (CFR)
ERIC DESCRIPTORS: Citizenship Education Computer Uses in Education Cooperative Learning Curriculum Development Demography *Educational Change *Educational Improvement *Educational Objectives Educational Technology Educational Trends Elementary Education History *Multicultural Education Social Sciences *Social Studies Student Evaluation Teacher Behavior Teacher Characteristics
ERIC IDENTIFIERS: *Goals 2000 *National Council for the Social Studies National Standards

ERIC NUMBER: EJ487174
TITLE: Contemporary Trends in Social Studies.
AUTHOR: Cardis, Richard J. Risinger, C. Frederick
JOURNAL CITATION: Social Studies and the Young Learner, v6 n3 p4-5,22 Jan-Feb 1994
ISSN: 1056-0300
ABSTRACT: Contends that U.S. educational change is characterized by several factors including rapid demographic shifts, new research into the nature of teaching and learning, and dissatisfaction with students' achievement on national tests. Includes an annotated bibliography of 16 ERIC articles and documents on the topic. (CFR)
ERIC DESCRIPTORS: *Citizenship Education Content Area Writing *Educational Change *Educational Improvement *Educational Practices *Educational Trends Elementary Secondary Education Geography History History Instruction Multicultural Education *Social Studies Teaching Methods Thinking Skills

ERIC®

Clearinghouse for Social Studies/Social Science Education
2805 East Tenth Street, Suite 120
Indiana University
Bloomington, Indiana 47408 (812) 855-3838

ERIC Digest EDO-SO-92-1 February 1992

"REMEMBER OUR FACES"—TEACHING ABOUT THE HOLOCAUST

by Evelyn R. Holt

A Holocaust survivor recently implored social studies teachers to "remember our faces." This becomes an especially poignant plea when one considers the ages of the Holocaust survivors, rescuers, and liberators. This generation will soon be gone. Who remains to tell their stories? As the 50th anniversary remembrance of World War II continues, the significance of the European Holocaust and its implications for teaching social studies at the middle school and high school must be considered. Too often the Holocaust is forgotten in the recitation of dates and battles, commanders and campaigns. The annihilation of more than six million Jews cannot be described in the one or two paragraphs devoted to the Holocaust in the average social studies text. Though Auschwitz, Dachau, Bergen-Belsen, and other Nazi death camps are synonymous with horror, what of the identities of the victims of those camps? How do we teach about those individuals who died in the camps, of those survivors who left the camps forever changed, or of those rescuers who risked their lives to help others?

The intents of this ERIC Digest are to (1) present a rationale for Holocaust education; (2) discuss curriculum placement for inclusion of the topic; (3) list organizations and resources available to help teachers in teaching about the Holocaust; and (4) provide a bibliography of relevant materials in the ERIC database.

Why Teach about the Holocaust. Educators in schools, museums, and archives must accept the responsibility to teach these stories of the Holocaust to future generations. The Holocaust, a significant event in 20th-century world history, has had a profound effect on the state of the world today. For example, to understand complex issues about the conflicts in the Middle East, we must trace certain events from the Holocaust. We must include Holocaust education in the curriculum to understand important contemporary events.

The best way to teach about the Holocaust is by including the stories. This approach would also coincide with the Bradley Commission on History in Schools report (1988, 25) which encourages the use of narrative and case studies as a way to "test and illustrate concepts drawn from other disciplines, which in their turn give added meaning to the historical record."

What educators must do is to tell these stories realistically, to "remember the faces" of those people who were affected and are still affected today. The stories of the Holocaust are accounts of courage, hope, selflessness, and determination, combined with evil, degradation, selfishness, and pathos. Such a study in contrasts presents opportunities for students to develop empathy and skills in research and evaluation.

Study of the Holocaust often leads to prejudice reduction as students learn how intolerance can result in unjust discrimination and even destruction. Research into these complex events develops a sense of empowerment as there is an intellectual sophistication of dealing with these "tough" issues. Gabelko (1988, 52) sees this "cognitive sophistication" leading to students' increased self-esteem, decreased frustration in the schooling experience, and more pro-active behavior. Similar conclusions have been drawn by others. If we lead students through the exploration of this event of recent history, perhaps we can reduce the likelihood of a future Holocaust.

Our overriding educational goal must be to enhance students' knowledge and understanding of our world as a prerequisite for judgments and actions to improve it. We must teach accurately about the ugly realities of the Holocaust and its far-reaching consequences, so that students develop commitments, based on knowledge and reason, to the worth and dignity of all persons.

Curriculum Placement and Teaching Strategies. How do we tell the stories of the Holocaust? Where can teaching about the Holocaust occur in the curriculum? Without dwelling only on the depression of death and destruction of the Holocaust, the social studies teacher must incorporate many different strategies in the courses, depending upon the subject being taught. A brief discussion of placement and strategies follows.

Several oral history projects have captured the eloquent testimonies of survivors, rescuers, and liberators. These oral histories are intriguing for students as a way to make history "real," a way to personalize history so that the events are not just facts and statistics. Oral histories can also be used in an interdisciplinary approach with literature. Much Holocaust literature exists, appropriate for all reading levels.

In geography, students can create maps of Europe and explore the reasons for the locations of the concentration camps. Why did the camps tend to be located in Eastern Europe, many in Poland? What were significant environmental factors which affected the camps? Students should explore physical factors, landforms, etc., which were important in camp location.

In history (world and US) students could explore these questions: How much did the world really know about what was happening in the concentration camps? What were the reactions of the world powers when the exterminations were discovered? How much resistance actually occurred? Too often the Jews have been portrayed as being meekly led to slaughter, with the world standing idly by. Students should be exposed to the story of the Warsaw Ghetto Uprising in 1943, when the complete enclosed ghetto area was leveled by the Nazis after 28 days of fierce resistance by the ghetto fighters and many deaths on both sides. The courageous acts of the Danes should be cited, when they rescued the great majority of Danish Jews with a flotilla to Sweden after the Nazis

---

Evelyn R. Holt is the Coordinator for School Social Studies, Social Studies Development Center, Indiana University and the Executive Director of the Indiana Council for the Social Studies. She traveled in Poland and Israel in 1991 with the assistance of the Jewish Community Relations Council and the Jewish Federation of Greater Indianapolis, Inc., (Indianapolis, IN) and the Jewish Labor Committee of New York.

ordered deportation. The story of Danish King Christian, who wore the Jewish star when the Nazis ordered the emblem to be worn as a sign of Jewry, is an especially engaging example of morality and bravery. Such stories are often overlooked in the rush to "cover the course," but these are the cases of courage which interest the students and provide models of moral behavior for their analysis and evaluation. In addition, the modern state of Israel can be studied for its historical roots in the ashes of the Jewish Holocaust in Europe as well as its modern influence in world affairs. Sociology and psychology also provide opportunities to study the Holocaust. Primary documents exist which specifically delineate Hitler's plans for the Jews and other Europeans he excluded from his "Master Race." Teachers can use studies of the influence of group behavior to explain the rise of Nazism. Yet this is also an excellent chance to incorporate the personalities of the rescuer, the resistance fighter, the victims, and those who collaborated. An under-studied topic is the role of the rescuers and the impact they had upon this era's events. Much material is available in the behavioral science areas to study about the Holocaust.

The Holocaust can be effectively used in the study of economics. One needs to look at the costs of the Holocaust, not only in human lives. Jewish properties were confiscated for the Third Reich, as well as all of their personal belongings upon deportation to the camps. Another economic consideration is the cost of camp construction and maintenance. Documents exist which deal with the monetary considerations of the persecutions, the costs of transportation to the camps, and even the very locations of the camps themselves on the railhead. What could have happened if the Allies had bombed the railroads leading into the camps?

Political science and civics students have many topics for consideration with their study of the Holocaust. Such opportunities could include the rights of the individual versus the state, the issue of unjust laws and the duties of citizens to obey laws, civil liberties and the rule of law, as well as many other related questions that these topics could generate. Citizenship education takes on a whole new perspective when one views the creation of the Nazi state and the Third Reich. Couple those questions of citizenship education with the sequential denial of rights to the Jews, which eventually led to the planned annihilation of the whole race by the state, and the teacher has a perplexing but challenging course of study.

Organizations and Resources for Teaching of Holocaust Topics. At the community level, consult area Jewish societies. Often these groups provide resource speakers or materials for classroom use. Survivors of the concentration camps will be available to speak to classes in some instances. Veterans' organizations will often provide speakers who were liberators of the concentration camps. State offices of Jewish societies may also be contacted by consulting the telephone directory, directory assistance, or the local library reference section.

At the national level, the Anti-Defamation League of B'nai B'rith (ADL), 823 United Nations Plaza, New York, NY 10017, (212) 490-2525, works for civil rights and fair treatment for all citizens. The ADL maintains a speakers' bureau and 30 regional offices, and it publishes materials for teachers and students on the Holocaust.

The United States Holocaust Memorial Museum, 2000 L Street, NW, Suite 588, Washington, DC 20036-4907, (202) 653-9220, commissioned by Congress in 1980, offers a variety of educational programs on the subject and will expand those offerings with the opening of the Holocaust Memorial Museum in 1993. Regular programs include workshops and presentations, a poster series, an essay contest, and curriculum projects.

The Anne Frank Institute of Philadelphia, Lafayette Building 608, P.O. Box 40119, Philadelphia PA 19103, (215) 238-5379, is devoted to the study of genocide and the Holocaust, maintains a speakers' bureau, and conducts programs for teachers and other community groups.

The American Gathering of Jewish Holocaust Survivors, 122 W. 30th St., Suite 205, New York, NY 10001, (212) 239-4230, seeks to commemorate the Holocaust and combat anti-Semitism through programs, articles, assemblies, teacher education, and a speakers' bureau.

On the international level, the Holocaust Martyrs' and Heroes' Remembrance Authority, located at Yad Vashem in Jerusalem, Israel, is dedicated to researching the stories of the Holocaust and commemorating its victims.

The International Alert Against Genocide, 1015 Gayley Avenue, Box 259, Los Angeles, CA 90024, seeks to increase awareness and prevention through research, teaching, and focusing on violations of human rights. Also, the United Nations maintains an active interest in human rights in the world.

Several excellent books on the topic of the Holocaust are available for teachers and their most able students. One such source is THE HOLOCAUST: THE FATE OF EUROPEAN JEWRY by Leni Yahil. Reviewers have hailed this book as the finest and most authoritative study of the Holocaust ever published. This book, widely available in bookstores and libraries, was published in 1990 by the Oxford University Press.

References and ERIC Resources

The following list of resources includes references used to prepare this Digest. The items followed by an ED number are in the ERIC system. They are available in microfiche and paper copies from the ERIC Document Reproduction Service (EDRS). For information about prices, contact EDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2852; telephone numbers are (703) 440-1400 and (800) 443-3742. Entries followed by an EJ number are annotated monthly in CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), which is available in most larger public and university libraries. EJ documents are not available through EDRS. However, they can be located in the journal section of many libraries by using the bibliographic information provided below, or ordered through Interlibrary Loan.

Aldridge, Ron, and Kenneth Townsend. HITLER AND THE HOLOCAUST: SENIOR HIGH SCHOOL U.S. HISTORY, WORLD HISTORY, ENGLISH. Charlotte,NC: Charlotte-Mecklenburg Public Schools, 1987. ED 302 443.

Bradley Commission on History in Schools. BUILDING A HISTORY CURRICULUM: GUIDELINES FOR TEACHING HISTORY IN SCHOOLS. Washington, DC: Educational Excellence Network, 1988. ED 310 008.

Cargas, Harry James. THE HOLOCAUST: AN ANNOTATED BIBLIOGRAPHY. Chicago, IL: American Library Association, 1985. ED 269 301.

Drew, Margaret A. "Merging History and Literature in Teaching About Genocide." SOCIAL EDUCATION 55 (February 1991): 128-129. EJ 427 730.

Flaim, Richard F., and Edwin W. Reynolds, Jr., eds. THE HOLOCAUST AND GENOCIDE: A SEARCH FOR CONSCIENCE. A Curriculum Guide. New York, NY: Anti-Defamation League of B'nai B'rith, Vineland School District, NJ, 1983. ED 241 451.

Friedlander, Henry. "Nature of Sources for the Study of Genocide." SOCIAL EDUCATION 55 (February 1991): 91. EJ 427 720.

Gabelko, Nina Hersch. "Prejudice Reduction in Secondary Schools." SOCIAL EDUCATION 52 (April-May 1988): 276-279. EJ 369 622.

Naftali, Haiya F. "The Holocaust: A Filmography for Teachers." SOCIAL STUDIES TEXAN 6 (Fall 1990): 49-51. EJ 420 710.

North Carolina State Council on the Holocaust. THE HOLOCAUST: A NORTH CAROLINA TEACHER'S RESOURCE. Raleigh, NC: State Department of Public Instruction, 1989. ED 322 036.

Oliner, Samuel P. "Rescuers of Jews During the Nazi Holocaust: A Study in Altruism." SOCIAL SCIENCE RECORD 24 (Fall 1987): 28-31. EJ 362 915.

Rabinsky, Leatrice B. "Holocaust Education: Reaching Students and Students Reaching Out." SOCIAL SCIENCE RECORD 24 (Fall 1987): 52-55. EJ 369 922.

Zack, Vicki. "It Was the Worst of Times: Learning about the Holocaust through Literature." LANGUAGE ARTS 68 (January 1991): 42-48. EJ 419 869.

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RI88062009. The opinions expressed do not necessarily reflect the positions or policies of OERI or ED.

Law-Related Education

Law-Related Education: Teaching Resources

From *Social Education*

ERIC NUMBER: EJ561947
TITLE: The Bill of Rights: Constitution of the Republic of South Africa, 1996. Chapter 2.
JOURNAL CITATION: Social Education, v61 n7 p404-05 Nov-Dec 1997
ISSN: 0037-7724
ABSTRACT: Reprints the Bill of Rights as instituted in the 1996 Constitution of the Republic of South Africa. Most of the provisions have been summarized but the basic rights (which cannot be rescinded in even in a state of emergency) are reprinted in their entirety. Includes topics for discussion and research. (MJP)
ERIC DESCRIPTORS: *African History Area Studies *Civil Rights *Constitutional Law *Democracy Developing Nations Federalism Foreign Countries *Freedom Global Education Government Role Governmental Structure *Law Related Education Middle Schools Non Western Civilization Secondary Education Social Studies
ERIC IDENTIFIERS: *South Africa

ERIC NUMBER: EJ549851
TITLE: Citizenship Education and the World Wide Web.
AUTHOR: Risinger, C. Frederick
JOURNAL CITATION: Social Education, v61 n4 p223-24 Apr-May 1997
ISSN: 0037-7724
ABSTRACT: Presents an introduction and overview concerning integrating use of the Internet with citizenship education. Briefly reviews Web sites useful for citizenship education. These include Thomas, which provides summaries of bills currently going through Congress, and the Electronic Policy Network. (MJP)
ERIC DESCRIPTORS: *Citizenship Education Civics Computer Networks *Computer Uses in Education *Current Events Educational Change Educational Resources *Educational Technology Elementary Secondary Education *Information Sources Instructional Materials Law Related Education Political Issues Social Studies Teaching Methods *World Wide Web
ERIC IDENTIFIERS: Web Sites

ERIC NUMBER: EJ536766
TITLE: Global and International Education on the World Wide Web.
AUTHOR: Risinger, C. Frederick
JOURNAL CITATION: Social Education, v60 n7 p447-48 Nov-Dec 1996
ISSN: 0037-7724
ABSTRACT: Reviews World Wide Websites related to global and international education. Discusses their merits, specific coverage, and links to other sites. Examines Websites maintained by the Christian Science Monitor, US Department of State, Global SchoolNet Foundation, Ministries of Foreign Affairs Online along with others. (MJP)
ERIC DESCRIPTORS: Citizenship Education Civics *Computer Uses in Education Current Events *Educational Resources Educational Trends Elementary Secondary Education *Global Education Instructional Improvement Instructional Innovation *International Education *Internet Law Related Education Social Studies *World Wide Web

ERIC NUMBER: EJ536736
TITLE: The 26th Amendment and Youth Voting Rights.
AUTHOR: Schamel, Wynell
JOURNAL CITATION: Social Education, v60 n6 p374-76 Oct 1996
ISSN: 0037-7724
ABSTRACT: Describes learning activities to be used in conjunction with a facsimile of the 92nd Congress's joint resolution passing the 26th Amendment extending the voting franchise to 18-year-olds. These activities include document analysis, time lines, class discussions, and storytelling. Briefly reviews the amendment process. (MJP)
ERIC DESCRIPTORS: Citizenship Education *Civics *Constitutional Law Content Analysis

Elections Government Publications Instructional Materials Law Related Education Learning Activities *Political Issues Political Power Politics *Primary Sources Public Affairs Education Secondary Education Social Studies Student Participation Teaching Methods Voting *Voting Rights *Youth
ERIC IDENTIFIERS: *26th Amendment United States Constitution

ERIC NUMBER: EJ536727
TITLE: The 1965 Alabama Literacy Test.
JOURNAL CITATION: Social Education, v60 n6 p340-43 Oct 1996
ISSN: 0037-7724
ABSTRACT: Reviews a fascinating lesson plan designed to acquaint students with the methods and devices used to deny blacks the right to vote in the pre-Civil Rights era south. Students take the same test that Alabama required of resident blacks to vote. Includes a copy of the exceptionally difficult test. (MJP)
ERIC DESCRIPTORS: *Black History Blacks Citizenship Education Civics Civil Rights *Constitutional Law Elections Law Related Education Politics *Racial Discrimination *Screening Tests Secondary Education Social Studies State History Tests Test Use *United States History Voter Registration Voting *Voting Rights
ERIC IDENTIFIERS: *Alabama United States (South)

ERIC NUMBER: EJ536726
TITLE: Voting Is Essential.
AUTHOR: Blasing, Rick
JOURNAL CITATION: Social Education, v60 n6 p337-38 Oct 1996
ISSN: 0037-7724
ABSTRACT: Presents a lesson plan designed to increase students' participation in the electoral process and help them to create their own political opinions. Students examine political advertisements, candidate debates, and political cartoons. Includes tips on "How to get the most out of a debate" and suggested further activities. (MJP)
ERIC DESCRIPTORS: *Advertising Cartoons Citizenship Education *Civics Content Analysis Current Events *Debate *Elections Instructional Materials Law Related Education Learning Activities Mass Media Role *Political Campaigns Political Candidates Political Issues Politics Public Affairs Education Secondary Education Social Studies Student Participation Teaching Methods *Voting

ERIC NUMBER: EJ536725
TITLE: Vote for Me: Politics In America. Teacher's Guide.
JOURNAL CITATION: Social Education, v60 n6 ps1-16 Oct 1996
NOTE: Guide developed by WETA, the public broadcasting television station in Washington, DC.
ISSN: 0037-7724
ABSTRACT: Presents a teacher's guide for use in conjunction with the Washington, DC, public television station (WETA) four-part television series, "Vote for Me." The series provides a behind-the-scenes look at political factions, and local elections. The Teachers Guide includes program descriptions, previewing, postviewing, and discussion questions, enrichment activities, and other information. (MJP)
ERIC DESCRIPTORS: Citizenship Education *Civics Current Events Curriculum Enrichment *Elections Enrichment Activities Instructional Materials Law Related Education Learning Activities *Political Campaigns Political Candidates *Political Issues Politics *Programming (Broadcast) Public Affairs Education *Public Television Secondary Education Social Studies Student Participation Teaching Methods
ERIC IDENTIFIERS: District of Columbia *Public Broadcasting System

ERIC NUMBER: EJ536724
TITLE: Voting Isn't Enough.
AUTHOR: Greenawald, G. Dale
JOURNAL CITATION: Social Education, v60 n6 p333-35 Oct 1996
ISSN: 0037-7724
ABSTRACT: Outlines three lesson plans designed to increase students' knowledge of

candidates, public policy issues, and social responsibility as well as develop problem-solving skills. Different sets of activities address the issues of politicians vs. leaders; the relationship among politics, power, and conflict; identifying and prioritizing issues in an election campaign. (MJP)
ERIC DESCRIPTORS: Citizenship Education *Civics Current Events *Elections Instructional Materials Law Related Education Learning Activities Political Campaigns Political Candidates *Political Issues Political Power Politics *Problem Solving Public Affairs Education Secondary Education *Social Responsibility Social Studies Student Participation Teaching Methods *Voting
ERIC IDENTIFIERS: *Barber (Benjamin)

ERIC NUMBER: EJ536723
TITLE: What Makes a Great President?
AUTHOR: Balkam, Rochelle
JOURNAL CITATION: Social Education, v60 n6 p330-31 Oct 1996
ISSN: 0037-7724
ABSTRACT: Presents a lesson plan designed to help students think about the qualities, types, and components of leadership and how these relate to the responsibilities of the US President. Includes sets of discussion questions, preceded by informational handouts, concerning, general qualities of leadership, specific leaders, and leadership in everyday life. (MJP)
ERIC DESCRIPTORS: Citizenship Education *Civics *Decision Making Evaluation Criteria Instructional Materials Integrity Law Related Education Leadership *Leadership Qualities Leadership Responsibility Learning Activities Middle Schools *Personality Politics *Presidents of the United States *Public Affairs Education Secondary Education Social Studies Teaching Methods

ERIC NUMBER: EJ536722
TITLE: Politics and Media: Teaching with Cartoons.
AUTHOR: Rothwell, Jennifer Truran
JOURNAL CITATION: Social Education, v60 n6 p326-28 Oct 1996
ISSN: 0037-7724
ABSTRACT: Observes the ever-changing relationship between media technology and political coverage and illustrates this through the use of political cartoons. Briefly reviews political reporting from the days of the early republic and hand-printed newspapers to the current era of the Internet. Includes historic cartoons and suggested activities. (MJP)
ERIC DESCRIPTORS: *Cartoons Citizenship Education *Civics Instructional Materials *Journalism Law Related Education Learning Activities *Mass Media Role Middle Schools Political Campaigns Political Candidates Political Issues *Politics *Science and Society Secondary Education Social Studies Teaching Methods Technology

ERIC NUMBER: EJ485677
TITLE: Real-Life Scenarios for Teaching the Bill of Rights. Classroom Teacher's Idea Notebook.
AUTHOR: Wasson, Donald
JOURNAL CITATION: Social Education, v58 n3 p169-70 Mar 1994
ISSN: 0037-7724
ABSTRACT: Maintains that the adult male inmate population at a maximum security correctional center is a logical if difficult audience for effective lessons about the Bill of Rights. Presents two scenarios with accompanying instructional procedures and student discussion questions. (CFR)
ERIC DESCRIPTORS: *Attitude Change Civics *Civil Liberties Constitutional Law Correctional Education Democratic Values *Educational Strategies Freedom of Speech High School Equivalency Programs *Law Related Education Political Attitudes Search and Seizure Secondary Education *Student Attitudes Student Behavior Teaching Methods
ERIC IDENTIFIERS: *Bill of Rights *United States Constitution

ERIC NUMBER: EJ561953
TITLE: Supreme Court Trends.
AUTHOR: Richardson, L. Anita
JOURNAL CITATION: Social Education, v61 n7 p436-37 Nov-Dec 1997
ISSN: 0037-7724
ABSTRACT: Identifies and discusses recent decisions and upcoming cases of the Supreme Court that are likely to be of interest to teachers. Educational issues addressed include Internet access and censorship, affirmative action, sexual harassment, drug testing, and the separation of church and state. Includes a brief description Supreme Court duties. (MJP)
ERIC DESCRIPTORS: Citizenship Education *Constitutional Law Court Doctrine *Court Judges *Court Litigation *Current Events Decision Making Educational Legislation Federal Courts *Law Related Education *Politics of Education Secondary Education Social Problems
ERIC IDENTIFIERS: *Supreme Court

ERIC NUMBER: EJ554677
TITLE: Linking Violence Prevention and Good Social Studies: Research and Development.
AUTHOR: Pereira, Carolyn Rodriguez, Ken
JOURNAL CITATION: Social Education, v61 n5 p282-89 Sep 1997
ISSN: 0037-7724
ABSTRACT: Reports on a series of programs designed to test the hypothesis that increasing student involvement in and understanding of social institutions combined with increased cognitive and social skills can decrease youth violence. The program combines law-related, conflict resolution, and service learning components with qualitative and quantitative assessment. (MJP)
ERIC DESCRIPTORS: Behavior Change *Child Welfare *Conflict Resolution *Educational Research Elementary Secondary Education Law Related Education *Prevention Prosocial Behavior Public Service School Community Programs *Service Learning Social Science Research Social Studies Student Participation *Violence

ERIC NUMBER: EJ554675
TITLE: Search and Seizure: The Meaning of the Fourth Amendment Today.
AUTHOR: Arbetman, Lee Perry, Michelle
JOURNAL CITATION: Social Education, v61 n5 p273-78 Sep 1997
ISSN: 0037-7724
ABSTRACT: Traces the application of the constitutional protection from "unreasonable searches and seizures" as it has evolved in response to public attitudes and changes in technology. Includes a synopsis of relevant cases and two lesson plans. The cases concern a police search through trash bags and drug testing for athletes. (MJP)
ERIC DESCRIPTORS: Civil Rights *Constitutional Law *Controversial Issues (Course Content) Current Events Elementary Secondary Education Federalism Government (Administrative Body) *Government Role Law Related Education Learning Activities Political Issues Public Policy *Search and Seizure Social Studies *Student Rights
ERIC IDENTIFIERS: Bill of Rights *Fourth Amendment United States Constitution

ERIC NUMBER: EJ554671
TITLE: What is Justice for Juveniles?
AUTHOR: Rothwell, Jennifer Truran
JOURNAL CITATION: Social Education, v61 n5 p265-67 Sep 1997
ISSN: 0037-7724
ABSTRACT: Provides background information and related learning activities for three areas of inquiry involving youth and violence: (1) "Evolution of the Juvenile Justice System"; (2) "The Literature of Crime and Poverty"; (3) "Youth Crime and Public Policy." Includes a list of six recommended Web sites. (MJP)
ERIC DESCRIPTORS: Crime *Delinquency Elementary Secondary Education *Interdisciplinary Approach Juvenile Courts *Juvenile Justice *Law Related Education Learning Activities Literature Poverty *Public Policy Social Problems Student Research *Youth Problems

ERIC NUMBER: EJ554670

TITLE: Violence Redux: A Brief Legal and Historical Perspective on Youth Violence.
AUTHOR: Croddy, Marshall
JOURNAL CITATION: Social Education, v61 n5 p258-64 Sep 1997
ISSN: 0037-7724
ABSTRACT: Provides a history of youthful offenders and society's efforts at rehabilitation and punishment. Traces the development of correctional institutions from their early days in England to the current efforts involving intervention and prevention. Includes photographs, historical and contemporary statistics, and tabular data. (MJP)
ERIC DESCRIPTORS: Crime Delinquency *Delinquent Rehabilitation *Disadvantaged Environment Juvenile Courts Juvenile Gangs Juvenile Justice *Law Related Education Peer Groups Poverty Secondary Education *Social History Social Problems Social Studies *Violence *Youth Problems

ERIC NUMBER: EJ549852
TITLE: Fostering Civic Virtue: Character Education in the Social Studies.
JOURNAL CITATION: Social Education, v61 n4 p225-27 Apr-May 1997
ISSN: 0037-7724
ABSTRACT: Presents the National Council for the Social Studies' position paper on character education. Calls for a renewed effort by social studies educators, schools, and communities to teach character and civic virtue. Argues that students must be offered a combination of instruction and guidance on civic virtue to counter increasing indifference. (MJP)
ERIC DESCRIPTORS: *Citizenship Education Citizenship Responsibility Civics *Democratic Values Educational Objectives *Educational Responsibility Elementary Secondary Education *Ethical Instruction Ethics Guidelines Integrity Law Related Education *Moral Development Moral Values Outcomes of Education Personality Development *Social Studies Social Values Teacher Associations
ERIC IDENTIFIERS: *National Council for the Social Studies

ERIC NUMBER: EJ536765
TITLE: The New Civics Education: An Integrated Approach for Australian Schools.
AUTHOR: Print, Murray
JOURNAL CITATION: Social Education, v60 n7 p443-46 Nov-Dec 1996
ISSN: 0037-7724
ABSTRACT: Describes the recent revitalization of civics education in Australian schools. This approach incorporates traditional citizenship education into a new curriculum that addresses environmental and multicultural issues. Delineates the guidelines and goals of this new curriculum. (MJP)
ERIC DESCRIPTORS: Citizenship Education *Civics *Curriculum Development *Educational Innovation Educational Trends Elementary Secondary Education *Environmental Education Foreign Countries Global Education *Indigenous Populations Instructional Improvement Law Related Education *Multicultural Education Social Studies
ERIC IDENTIFIERS: *Australia

ERIC NUMBER: EJ536762
TITLE: On Human Dignity: The Need for Human Rights Education.
AUTHOR: Tibbitts, Felisa
JOURNAL CITATION: Social Education, v60 7n7 p428-31 Nov-Dec 1996
ISSN: 0037-7724
ABSTRACT: Describes recent developments and resources in the rapidly growing field of human rights education. Explains the importance of teaching this subject with a global perspective. Includes a human rights lesson plan, student exercises, and a list of selected resources. (MJP)
ERIC DESCRIPTORS: Activism Civics Civil Liberties *Civil Rights Democracy *Democratic Values Foreign Countries *Global Education *Human Dignity *Humanization Law Related Education Learning Activities Quality of Life *Role of Education Secondary Education Social Studies
ERIC IDENTIFIERS: *Shiman (David)

ERIC NUMBER: EJ536761
TITLE: Building Civic Education in Bosnia.
AUTHOR: Feichter, Pat And Others
JOURNAL CITATION: Social Education, v60 n7 p426-27 Nov-Dec 1996
ISSN: 0037-7724
ABSTRACT: Presents three brief articles recalling US teachers' experiences conducting civic education workshops in Bosnia. Pat Feichter writes "Would I Return? In a Heartbeat." Gail Huschle examines "Beauty in the Midst of Devastation." Mary Bristol considers "Making Connections between Cultures." (MJP)
ERIC DESCRIPTORS: *Civics *Culture Contact Democracy *Democratic Values Foreign Countries Global Education *International Education International Relations Law Related Education Secondary Education Social Change Social Studies *Teaching Experience *War
ERIC IDENTIFIERS: *Bosnia

ERIC NUMBER: EJ536759
TITLE: Post-Conflict Elections in Bosnia.
AUTHOR: Soley, Mary E.
JOURNAL CITATION: Social Education, v60 n7 p423-25 Nov-Dec 1996
NOTE: Grouped with SO 528 261-262 in journal section entitled "Recent Elections in Former Soviet-Bloc Countries."
ISSN: 0037-7724
ABSTRACT: Reviews the provisions of the recent Dayton Peace Accords, the partial and competing strategies for building peace, and the still simmering ethnic conflicts in Bosnia. Examines postelection efforts at nation-building including the CIVITAS Project, an educational mission working to develop the foundations for democratic institutions. (MJP)
ERIC DESCRIPTORS: *Civics Conflict *Democracy Democratic Values *Elections Ethnic Groups Foreign Countries *Government (Administrative Body) *International Education Law Related Education Peace Political Power Secondary Education Social Studies Treaties *War
ERIC IDENTIFIERS: *Bosnia

ERIC NUMBER: EJ536758
TITLE: Representative Democracy in Latvia: The Elections of 1995 and 1996.
AUTHOR: Patrick, John J.
JOURNAL CITATION: Social Education, v60 n7 p420-23 Nov-Dec 1996
NOTE: Grouped with SO 528 261 and SO 528 263 in journal section entitled "Recent Elections in Former Soviet-Bloc Countries."
ISSN: 0037-7724
ABSTRACT: Places the recent democratic Latvian elections in the context of that country's historic oppression by the Soviet Union, its resulting demographic character, and the emergence of pragmatic political parties. Analyzes the issues, parties, and coalitions that resulted in Grantis Ulmanis' recent victories. Prospects for continuing democracy appear excellent. (MJP)
ERIC DESCRIPTORS: Citizen Participation *Civics *Democracy Democratic Values *Elections Foreign Countries *Government (Administrative Body) Law Related Education *Political Attitudes Political Campaigns *Political Parties Political Power Secondary Education Social Change Social Studies Social Values
ERIC IDENTIFIERS: *Latvia

ERIC NUMBER: EJ536757
TITLE: The Russian Election of 1996.
AUTHOR: Smith, Ben A.
JOURNAL CITATION: Social Education, v60 n7 p419-20 Nov-Dec 1996
NOTE: Grouped with SO 528 262-263 in journal section entitled "Recent Elections in Former Soviet-Bloc Countries."
ISSN: 0037-7724
ABSTRACT: Reviews the main issues and candidates involved in the recent Russian national elections. Although the transition to a market economy has been painful, most Russians still back Boris Yeltsin over Communist party candidate, Gennady Zyuganov. Maintains that grass-roots capitalism and democratic reforms still enjoy popular support. (MJP)

ERIC DESCRIPTORS: Citizen Participation *Civics *Democracy Democratic Values Economic Factors *Elections Foreign Countries Free Enterprise System *Government (Administrative Body) Law Related Education *Political Attitudes Political Campaigns Political Power Secondary Education Social Change Social Studies *Voting
ERIC IDENTIFIERS: *Russia

ERIC NUMBER: EJ536756
TITLE: Civil Society in Democracy's Third Wave: Implications for Civic Education.
AUTHOR: Patrick, John J.
JOURNAL CITATION: Social Education, v60 n7 p414-17 Nov-Dec 1996
ISSN: 0037-7724
ABSTRACT: Reviews the trend toward democracy in former totalitarian states. Emphasizes the need of newly democratic countries to establish strong civil societies in which nongovernmental institutions and associations flourish. Discusses the strengths and weaknesses of emerging democracies. (MJP)
ERIC DESCRIPTORS: *Citizenship Education Citizenship Responsibility Civics *Democracy Democratic Values Developing Nations Foreign Countries *Global Education *Government (Administrative Body) Law Related Education Political Power *Power Structure Secondary Education *Social Change Social Responsibility Social Studies
ERIC IDENTIFIERS: *Third Wave Democracies

ERIC NUMBER: EJ536737
TITLE: Internet: Teaching about the 1996 Elections with the World Wide Web.
AUTHOR: Risinger, C. Frederick
JOURNAL CITATION: Social Education, v60 n6 p377-78 Oct 1996
ISSN: 0037-7724
ABSTRACT: Briefly explores a number of World Wide Web sites devoted to providing information about the 1996 elections. Evaluates web sites maintained by the Atlantic Monthly, Congressional Quarterly, CNN, and MTV. While most sites cover the national election, at least one, ElectNet, focuses on state and local elections. (MJP)
ERIC DESCRIPTORS: Citizenship Education *Civics *Computer Uses in Education Educational Resources *Elections Elementary Secondary Education Information Networks Information Sources Instructional Materials *Internet Law Related Education Political Candidates *Political Issues Politics Presidential Campaigns (United States) Presidents of the United States Social Studies *World Wide Web

ERIC NUMBER: EJ536735
TITLE: Social Issues and Voting Behavior.
AUTHOR: Piroth, Scott
JOURNAL CITATION: Social Education, v60 n6 p368-73 Oct 1996
ISSN: 0037-7724
ABSTRACT: Summarizes and reports on a large body of statistical evidence that suggests US voting patterns relate more to general attitudes and beliefs than to any substantive evaluation of policy positions. Studies reveal that voter preference often is determined by parental influence and party loyalty. Discusses possible reasons and implications. (MJP)
ERIC DESCRIPTORS: Behavior Patterns Citizenship Education Citizenship Responsibility *Civics *Decision Making Elections Law Related Education *Parent Influence *Political Attitudes Political Campaigns Political Candidates Political Issues *Political Parties Politics Public Affairs Education Secondary Education Social Problems Social Studies Statistical Analysis *Voting
ERIC IDENTIFIERS: *Campbell (Angus) Converse (Philip E)

ERIC NUMBER: EJ536734
TITLE: Getting into Issues: Good Government.
AUTHOR: Woodwell, William H., Jr.
JOURNAL CITATION: Social Education, v60 n6 p365-67 Oct 1996
ISSN: 0037-7724
ABSTRACT: Provides a brief overview of the current arguments concerning campaign finance

reform and congressional term limits. Discusses limits on spending, special interest contributions, "soft money," the power of incumbents, and the role of Political Action Committees. Includes a brief historical synopsis of campaign finance reform movements. (MJP)
ERIC DESCRIPTORS: Citizenship Education *Civics Conflict of Interest Credibility Ethics Federal Government *Federal Legislation *Finance Reform Financial Problems Financial Support Law Related Education Middle Schools *Political Campaigns Political Influences Political Issues Politics *Public Opinion Secondary Education *Social Action Social Studies
ERIC IDENTIFIERS: *Federal Election Campaign Act

ERIC NUMBER: EJ536732
TITLE: The Keys to the White House: Who Will be the Next American President?
AUTHOR: Lichtman, Allan J.
JOURNAL CITATION: Social Education, v60 n6 p358-60 Oct 1996
ISSN: 0037-7724
ABSTRACT: Outlines and discusses a system for predicting the winner in presidential elections. The system consists of 13 statements favoring reelection for the incumbent party. Five or fewer false statements indicate an incumbent win. Predicts President Clinton winning the 1996 election. Includes tables showing veracity of 13 keys in historical elections. (MJP)
ERIC DESCRIPTORS: Citizenship Education *Civics *Elections Evaluation Criteria Law Related Education Middle Schools Political Candidates *Political Influences Political Issues Politics *Predictive Measurement *Presidential Campaigns (United States) *Presidents of the United States Public Opinion Secondary Education Social Indicators Social Studies Trend Analysis
ERIC IDENTIFIERS: *Clinton (William Jefferson) Prediction Methodology

ERIC NUMBER: EJ536731
TITLE: Social Barriers to Voting.
AUTHOR: Schneider, Pauline
JOURNAL CITATION: Social Education, v60 n6 p355-57 Oct 1996
NOTE: This is a reprint of an article that originally appeared in the 1996 Fall issue of "Update on Law-Related Education."
ISSN: 0037-7724
ABSTRACT: Summarizes some of the attitudes and circumstances contributing to low-voter turnout in the United States. These include apathy, language problems, lack of education, minority disincentives, a mobile population, and the discouraging effect of polls. Notes the impressive correlation between voter registration and voter participation. (MJP)
ERIC DESCRIPTORS: Alienation Apathy Citizenship Education *Citizenship Responsibility *Civics *Elections Law Related Education *Negative Attitudes *Political Attitudes Political Campaigns Politics Secondary Education Social Attitudes Social Bias Social Indicators Social Studies Student Participation *Voting
ERIC IDENTIFIERS: *Wolfinger (Raymond)

ERIC NUMBER: EJ536730
TITLE: The Political Trade-offs of Trade.
AUTHOR: Bosshardt, William
JOURNAL CITATION: Social Education, v60 n6 p351-54 Oct 1996
ISSN: 0037-7724
ABSTRACT: Examines important trade issues and explains why the debate on trade policy will continue as a major political topic. Discusses the efficacy of recent trade agreements and the use of trade sanctions to encourage political change in other countries. Reviews several models of trade theory. (MJP)
ERIC DESCRIPTORS: Civics Controversial Issues (Course Content) Current Events Developing Nations Economic Climate *Economic Impact *Economics Education International Relations *International Trade Law Related Education Political Campaigns Political Influences *Political Issues Politics Public Affairs Education Secondary Education Social Studies *Supply and Demand *Treaties
ERIC IDENTIFIERS: *North American Free

Trade Agreement (NAFTA)

ERIC NUMBER: EJ536729
TITLE: Investigating Controversial Issues at Election Time: Political Socialization Research.
AUTHOR: Hahn, Carole L.
JOURNAL CITATION: Social Education, v60 n6 p348-50 Oct 1996
ISSN: 0037-7724
ABSTRACT: Advocates utilizing an issues-centered approach to teaching controversial political issues in social studies classrooms. Recommends augmenting this approach with the development of a democratic classroom where student views are encouraged and considered. Identifies useful techniques for this approach, including debates, simulations, discussions, and inquiry projects. (MJP)
ERIC DESCRIPTORS: Citizenship Education Civics *Classroom Environment *Controversial Issues (Course Content) Current Events Elections Law Related Education *Open Education Political Attitudes Political Campaigns Political Candidates *Political Issues Political Socialization Politics Public Affairs Education Secondary Education Social Studies *Student Participation Teaching Methods
ERIC IDENTIFIERS: *Ehman (L H)

ERIC NUMBER: EJ536728
TITLE: Kid Voting USA: From Classroom to Dinner Table to the Polls.
AUTHOR: Golston, Syd
JOURNAL CITATION: Social Education, v60 n6 p344-47 Oct 1996
ISSN: 0037-7724
ABSTRACT: Provides an overview of the mission and activities of Kids Voting USA. The nonprofit organization promotes student awareness of the importance of voting through civic education programs. Kids Voting USA has projects in 40 states involving debates, craft activities, information gathering, and mock elections. (MJP)
ERIC DESCRIPTORS: *Citizenship Education Citizenship Responsibility Civics *Elections Extracurricular Activities Law Related Education Political Campaigns Political Candidates *Political Issues Politics Public Affairs Education Secondary Education Social Studies *Student Organizations *Student Participation *Voting
ERIC IDENTIFIERS: *Kids Voting USA

ERIC NUMBER: EJ525314
TITLE: Can Controversial Issues Be Taught in the Early Grades? The Answer Is Yes.
AUTHOR: McBee, Robin Haskell
JOURNAL CITATION: Social Education, v60 n1 p38-41 Jan 1995
ISSN: 0037-7724
ABSTRACT: Advocates teaching controversial issues to children, claiming that they already have some knowledge of these through their own experience and media exposure. Describes role-playing activities, including simulated small claims court and city council hearings. Provides an overview of a five-day instructional unit on violence. (MJP)
ERIC DESCRIPTORS: Citizenship Education *Cognitive Ability *Controversial Issues (Course Content) Current Events Democratic Values Discussion (Teaching Technique) *Educational Objectives Elementary Education *Elementary School Students Ethical Instruction Law Related Education Learning Activities *Public Affairs Education Role of Education Role Playing Simulation Social Problems *Social Studies
ERIC IDENTIFIERS: *Parker (Walter C)

ERIC NUMBER: EJ525313
TITLE: Controversial Issues in Practice. Classroom Focus.
AUTHOR: Gallo, Maria
JOURNAL CITATION: Social Education, v60 n1 p1-4 Jan 1995
ISSN: 0037-7724
ABSTRACT: Presents three law-related education lesson plans discussing the relationship between church and state. The first two lessons, establishment of religion and free exercise of religion, culminate in the third, a round table discussion. The students research, role play, and argue hypothetical and real court

cases. (MJP)
ERIC DESCRIPTORS: Citizenship Education *Constitutional Law *Controversial Issues (Course Content) Current Events Democratic Values Discussion (Teaching Technique) Educational Objectives Elementary Secondary Education *Law Related Education Learning Activities Moral Values Political Issues Public Affairs Education *Religious Factors Role of Education Role Playing Social Problems Social Studies *State Church Separation Teacher Role
ERIC IDENTIFIERS: *First Amendment

ERIC NUMBER: EJ495538
TITLE: A Global Look at Law and Order: The "World Court" at the UN's Fiftieth.
AUTHOR: Meyer, Howard N.
JOURNAL CITATION: Social Education, v58 n7 p417-19 Nov-Dec 1994
NOTE: Theme issue topic: "Dream of a World United: The Fiftieth Anniversary of the United Nations."
ISSN: 0037-7724
ABSTRACT: Maintains that, although the United Nations and its New York headquarters is well-known, the location and activities of the World Court in the Hague, Netherlands, are seldom mentioned in the news. Discusses the origins, structure, and composition of the International Court of Justice, better known as the World Court. (CFR)
ERIC DESCRIPTORS: Citizenship Education Conflict Resolution Elementary Secondary Education Foreign Countries Foreign Policy *Futures (of Society) International Cooperation International Crimes *International Law *International Organizations International Relations Law Related Education Peace United States History War *World Affairs *World History World War II

ERIC IDENTIFIERS: Cold War International Court of Justice Netherlands (Hague) New York (New York) *United Nations *World Court

ERIC Digest
Clearinghouse for Social Studies/Social Science Education

2805 EAST TENTH STREET • SUITE 120
INDIANA UNIVERSITY
BLOOMINGTON, INDIANA 47408
812-855-3838 • 800-266-3815

EDO-SO-1999-2

April 1999

Teen Courts and Law-Related Education

By Paula A. Nessel

Teen courts, a term used here to include youth courts, peer juries, peer courts, student courts, and other courts using juveniles in determining the sentences of juvenile offenders, have rapidly gained popularity in the 1990s. In 1991 there were over 50 teen courts in 14 states; by 1999, the number of teen courts had grown to more than 500 in 45 states and Washington, DC. The growing popularity of teen courts is compelling evidence that they are fulfilling a recognized need.

Types and Functions of Teen Courts. Teen courts involve juveniles in the sentencing of other juveniles, in either a school or a community setting. Young people usually serve as jurors and may also fill the roles of prosecuting attorney, defense attorney, judge, bailiff, or other officers of the court. Young offenders usually are referred to a teen court for sentencing, not for a judgment of guilt or innocence. And many teen courts accept only first-time offenders who have committed relatively minor offenses, such as theft, alcohol/drug offenses, vandalism, and disorderly conduct (Godwin 1996). There are, however, many different models of teen courts (see below), including some that determine guilt or innocence.

Young offenders voluntarily choose teen court, with parental approval, as an alternative to an existent sentencing agency or disciplinary office. Offenders who prefer legal representation and/or the regular court or disciplinary system can decline referral to teen courts.

Teen court sentences commonly include community service (1-200 hours), jury duty (up to 12 times), restitution, and apologies. Additional sentencing options include counseling, educational workshops on substance abuse or safe driving, essay writing, victim-awareness classes, curfews, drug testing, school attendance, and peer discussion groups.

Most teen courts are based in the juvenile justice system or in a community setting. The agencies most commonly operating or administering teen court programs are juvenile courts and private nonprofit organizations. Next are law enforcement agencies and juvenile probation departments. Schools operate about ten percent of teen courts, while a variety of other agencies (e.g., city government, the administrative office of the court) operate the remainder of teen courts (Godwin 1996).

The 1994 survey of teen courts by the American Probation and Parole Association (Godwin 1996) identified four distinct models: a peer jury model and three trial models. The Peer Jury Model employs a panel of teen jurors who question the offender directly. No defense or prosecuting attorney is employed. The judge is usually an adult volunteer.

The most common of the teen court models is the Adult Judge Model, which employs an adult judge to rule on courtroom procedure and clarify legal terminology, and youth volunteers as defense and prosecuting attorneys and jurors. Young people may also serve as bailiff and clerk.

The Youth Judge Model is similar to the Adult Judge Model, except that a juvenile serves as judge, usually after service as a teen court attorney. Finally, the Tribunal Model has no peer jury. Instead, the prosecuting and defense attorneys present cases to a juvenile judge(s), who determines the sentence.

Relationship to Law-Related Education (LRE) and Community Service. Teen courts and law-related education share many goals. The Law-Related Education Act of 1978 defined LRE as "Education to equip nonlawyers with knowledge and skills pertaining to the law, the legal process, and the legal system, and the fundamental principles and values on which these are based." Teen courts do the same. Each teen court case teaches both the student volunteers from local secondary schools and the offenders about the rules or laws that were broken, the consequences of the offenses, and how due process is observed by court procedure. In addition, the volunteers and offenders learn about key LRE concepts of justice, power, equality, property, and liberty.

Teen courts also help to foster important values, attitudes, and beliefs similar to those of LRE generally. Participants voluntarily commit their time to teen courts in the pursuit of justice. Student volunteers demonstrate a belief in active and responsible participation in civic life, a respect for the rights of the offender and victim, and an appreciation for a legitimate response to societal conflicts through assigning appropriate responses to the offenses in question.

Teen courts also offer a uniquely experiential approach to LRE. Participants are real offenders in real situations, and volunteers must therefore learn the discipline of confidentiality. Teen court participants must weigh conflicting points of view and decide a just and appropriate sentence. They see first-hand the consequences of delinquent behavior. Teen court offenders learn through their own sentences the importance of community service.

Student Courts in Schools. Teen courts that handle only school referrals are receiving increasing attention from educators who are looking for ways to improve students' citizenship skills and decrease problematic behavior. Some teen courts meet in schools, but accept referrals from organizations in the community such as the county probation department, juvenile court, police department or sheriff's office. More often, student courts accept referrals only from within the school. Of course, student courts pose special challenges because of the complexity of creating new programs in schools.

Student courts are sometimes established to handle very limited types of offenses. One student court handles only traffic

Paula Nessel is a program manager for the School Programs of the American Bar Association Division for Public Education.

offenses on the school grounds, such as parking lot violations. Other student courts handle only truancy and smoking violations. Still others address a wide variety of offenses including insubordination, minor theft of student property, minor vandalism, fighting, cheating, and loitering.

Student courts' memberships vary greatly from school to school. For instance, members of the jury in a trial model may be drawn from applicants throughout the student population by random selection among students in study hall, or from among trained student court members. Likewise, student courts employing students as judges or peer jurors may draw from applicants as diverse as the student body, or may use only the students specially trained as court officers, either as an extracurricular activity or as members of a law class meeting throughout the semester.

Evaluation. Teen court advocates generally agree that their most important goals are educating young participants about the judicial process, having a positive impact on participants' social competence, providing victims with apologies and/or restitution, and providing service to the community. Preventing repeat offenses (recidivism) and influencing young people to resist the temptation to become delinquent are also valid goals of teen courts. Since teen courts tend to function on minimal funding, finding the time and money to determine their success in meeting their goals has been difficult. However, a few notable evaluation studies have been conducted.

Rod Hissong's evaluation (1991) of a teen court program in Arlington, Texas matched offenders sentenced by teen court with non-teen court participants who had contemporaneously committed similar offenses. The study found a decrease in recidivism for teenagers who had participated in teen court.

The North Carolina Administrative Office of the Courts' *Report on Teen Court Programs in North Carolina* (1995) stated the two most important effects suggested by interviews with persons familiar with teen court: 1) juveniles were processed in a manner that demonstrated to them that there were consequences of their behavior and 2) teen court was a learning and behavior modifying experience for both offenders and volunteers.

SRA Associates' evaluation (Jones 1995) of Routes For Youth—Teen Court in Santa Rosa, California reported that only 2.5% of 238 teen court referrals were reported by Juvenile Probation as re-arrests, while a median amount of $74.50 in restitution was collected and distributed to crime victims and a median of 25 hours of community service was provided by youth offenders in a wide variety of public and not-for-profit agencies.

The 1997 study by James B. Wells and Kevin I. Minor evaluated Kentucky's Teen Court Program and found gains in students' tests scores on knowledge of law and government, moderately high positive attitudes among students toward teen court, and perceptions by participants' parents that their children benefitted a great deal from the teen court experience.

Conclusion. Teen courts offer the active learning of law-related education through hands-on experience with the justice system. Young offenders and the juveniles who determine the offenders' sentences are practicing good citizenship through community service. Research shows that teen courts promote understanding of the legal system, reduce recidivism, and encourage participants to accept responsibility for their actions. They provide a positive alternative to traditional juvenile justice and school disciplinary procedures. The Division for Public Education of the American Bar Association has served as a national clearinghouse for information on teen courts since 1991. It has extensively promoted teen courts through its National Law-Related Education Resource Center, LRE conferences, and publications.

References and ERIC Resources. The following list of resources includes references used to prepare this Digest. The items followed by an ED number are available in microfiche and/or paper copies from the ERIC Document Reproduction Service (EDRS). For information about prices, contact EDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2852; telephone numbers are (703) 440-1400 and (800) 443-3742. Entries followed by an EJ number, annotated monthly in CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), are not available through EDRS. However, they can be located in the journal section of most larger libraries by using the bibliographic information provided, requested through Interlibrary Loan, or ordered from commercial reprint services.

American Bar Association Special Committee on Youth Education for Citizenship. "The Essentials of Law-Related Education." In Robert S. Leming and James Downey, Eds., RESOURCES ON LAW-RELATED EDUCATION. Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education, 1995. ED 388 534.

Godwin, Tracy M. PEER JUSTICE AND YOUTH EMPOWERMENT: AN IMPLEMENTATION GUIDE FOR TEEN COURT PROGRAMS. U.S. Department of Transportation, 1996.

Hissong, Rod. "Teen Court—Is It An Effective Alternative to Traditional Sanctions?" JOURNAL FOR JUVENILE JUSTICE AND DETENTION SERVICES 6 (Fall 1991): 14-23.

Jones, Carol. TEEN COURT EVALUATION OF 1994 ACTIVITIES AND GOALS: ROUTES FOR YOUTH, SANTA ROSA, CALIFORNIA. Sebastopol, CA: SRA Associates, 1995.

North Carolina Administrative Office of the Courts. REPORT ON THE TEEN COURT PROGRAMS IN NORTH CAROLINA. Submitted to the North Carolina General Assembly, Raleigh, NC, 1995.

Wells, James B., and Kevin I. Minor. KENTUCKY'S TEEN COURT INITIATIVE: AN ASSESSMENT. Prepared for Kentucky Court of Justice, Administrative Office of the Courts, Frankfort, KY, 1997.

Wheeler, John. "Teen Courts in School: Teaching Responsibility, Justice, and Authority." UPDATE ON LAW-RELATED EDUCATION 19 (Spring 1995): 36-39. EJ 504 135.

Williamson, Deborah, and Paul Knepper. "Teen Courts and Violence Prevention." UPDATE ON LAW-RELATED EDUCATION 19 (Spring 1995): 33-35. EJ 504 134.

This project has been funded at least in part with Federal funds from the U.S. Department of Education under contract number ED-99-CO-0016. The content of this publication does not necessarily reflect the views or policies of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

ERIC Digest
Clearinghouse for Social Studies/Social Science Education

2805 EAST TENTH STREET • SUITE 120
INDIANA UNIVERSITY
BLOOMINGTON, INDIANA 47408
812-855-3838 • 800-266-3815

ERIC Digest EDO-SO-96-8 November 1996

Law Magnet Programs

by Paula A. Nessel

Interest in law magnet programs has grown substantially in the 1990s. In 1992, a survey of law magnets identified 69 programs in 15 states. This report summarizes information provided by 24 predominantly urban law magnet programs that responded to a 1994 survey. The schools in the sample represent the spectrum of sizes, organizational structures, and settings.

Definition and Origin. A law magnet program is a comprehensive program offering multiple classes concentrating on various aspects of the law and legal process. The law magnet programs utilize an interdisciplinary approach to integrate and emphasize legal studies throughout the curriculum. Programs usually include a sequence of elective and non-elective classes in grades 9-12. Some elementary and middle schools offer law magnet programs. While many law magnet programs originated as a means to desegregate schools, some were created because the community, the school administration, and local teachers wanted to offer students the unique enrichment that a law-related education curriculum could provide.

Law magnet programs conform to the stipulation by the United States Department of Education's Office for Civil Rights that magnet schools offer innovative instructional approaches to attract students with various racial, ethnic, and socio-economic backgrounds. Such approaches might include educational programs and services that comprise the mission of an entire school while others might serve as supplementary enrichment to a standard curriculum. The emphasis on attracting students of different backgrounds reflects the racial integration goal many magnet programs were created to fulfill.

Numerous magnet schools throughout the nation were created in response to a Kansas City, Missouri legal case in the late 1970s. At that time, Kalima Jenkins and several other African-American students successfully sued the school district for not moving "with all deliberate speed" to dismantle racial segregation in its system, as required by *Brown v. Board of Education* (1955). This case is known as *Brown II* because it came to the Supreme Court one year after the original *Brown* decision in order to resolve the issue of how to implement the ruling of *Brown I*. Kalima Jenkins' case led to federal court supervision of the district's desegregation plans. Magnet schools were among the remedies initiated to remove vestiges of racial segregation.

Relationship to the Field of Law-Related Education. Law magnet programs are a small but significant part of the broader field of law-related education (LRE). In 1978 the Law-Related Education Act defined LRE as "education to equip nonlawyers with knowledge and skills pertaining to the law, the legal process, and the legal system, and the fundamental principles and values on which these are based."

There are national, state, and local LRE programs. The degree of the institutionalization of LRE in the school or district varies greatly. Sometimes LRE is brought to classrooms through the initiative of innovative teachers who act without institutional support. But LRE can also be organized as a district-wide program, usually through infusion into the curriculum from kindergarten through high school. Law magnet programs are examples of LRE at the most comprehensive end of the continuum. In them, developing an understanding of the law and exploring careers in the legal professions permeate the formal and informal curriculum. Although many students choose magnet schools because they are interested in pursuing careers in law-related professions, the primary purpose of these schools is to prepare students for citizenship.

Student Profile. Whether or not court-ordered desegregation caused their creation, most law magnet programs have racially and ethnically diverse student populations. A percentage breakdown of student populations reveals the following averages: African American--51%, Asian American--3%, Caucasian--30%, Mexican American or Hispanic--15%, and Native American--.2%. Only about 40% of the responding programs indicate that three-fourths or more of their student body is comprised of only one of the above groups. More often, the student populations include two or three ethnic or racial categories.

Another interesting aspect of the law magnet student population is the gender balance. Twenty-two out of 24 responding schools report a majority of female students. One inner city school reports that over 90% of the students are female. Only one school reports a male majority. Within the high school setting, the size of the law magnet program can be large, with an enrollment of 100-240 students. Smaller programs may have 25-100 students.

School Profile. More than half of the programs surveyed were created in the 1990s, while about 20% began in the late 1980s and another 20% began before 1985. Many programs combine the study of law with the study of a related field, such as public affairs/policy, business, criminal justice, finance, international studies, military science, law enforcement, public/community service, and government; the latter two are most common. Most law magnet programs are located in large metropolitan areas. In 1996, for example, the boroughs of New York City included 71 law magnet programs.

Funding. Most programs have county or local funds plus at least one other funding source. More than half indicate state or federal funds. A few report court-mandated funding. Community groups and businesses and corporations provide other sources of funding.

Harry Garvin, Legal Coordinator of a program in Savannah, Georgia, is one good example of an effective fundraiser. Garvin has received funding from various sources by seeking lists of educational grantors from the United States Department of Education, Department of Commerce, and state department of education. Mr. Garvin also contacts the Georgia state departments of industry and tourism to request an annual list of major industries moving to his state. He believes that a new company is more inclined than an established one to provide funds because it probably has not yet been approached by many local charitable organizations. Being new to a community provides a strong incentive to seek favorable publicity. Dr. Garvin has received in-kind donations from local

---

Paula Nessel is the project coordinator for the American Bar Association's National Law-Related Education Resource Center (NLRC) in Chicago.

cable companies, television stations, telephone and cellular phone companies, computer/software companies, and military bases.

Community Support. LRE has always emphasized the use of community resources to make the learning process relevant, experiential, and interactive. Law magnet programs depend on their communities for support, most often using members of the law-enforcement community and the court system. Local bar associations, law schools, and undergraduate schools or community colleges with criminal justice courses can also offer assistance. State bar associations, state LRE projects, individual attorneys, and law firms provide additional support.

Course Offerings. The most common types of courses offered are United States history, civic education, global issues, world history, constitutional law, local/state government, and federal government. A wide variety of other courses are sometimes offered, such as business law, forensic science, international law, court interpreting, criminal justice, law enforcement, law and literature, mediation, and trial advocacy and tactics. Law magnet programs offer a spectrum of educational options ranging from vocational training to college preparation. While the programs include some form of career education, they share the underlying goal of instilling in their students an interest in and understanding of the law.

Law magnet programs emphasize active learning opportunities. Most programs include mock trials, community service, and internships. Survey respondents indicate that mediation is a component of more than 80% of the programs. Mentor programs are used by almost 75%. Many programs include trips to law-related settings, especially the courts.

Getting Started. Immediately after the decision is made to create a law magnet program, an advisory board should be formed. The members should number 10-20 and include representatives from the police, the judiciary, law schools, the state legislature, community colleges, local law firms, local and state bar associations, the district attorney's office, and legal secretaries. Recognizable names help the image of the program, and a list of the advisory board members should appear on the program's letterhead stationery. The most intensive work of the advisory board occurs in the formative stage of the law magnet program, but continued participation is vital to the maintenance and development of each program. Board members provide advice and resources through their connections to the community. They open doors to financial and in-kind support and recruit law-related professionals to serve as consultants, mentors to students, and teachers for law magnet programs.

Inservice training for teachers is widely available. Many national and state LRE centers and projects schedule professional development conferences and annual summer institutes for teachers. They also develop curricula and instructional materials, including videotapes and software. For more information about teacher training, contact the National Law-Related Education Resource Center of the American Bar Association.

Finally, contacting existing magnet programs can assist groups in shaping the direction of their own new programs. Site visits provide concrete examples of how programs can be structured as well as personal opportunities for answering questions.

Conclusion. By early 1996, the number of known law magnet programs had grown to more than 100 in 17 states. These programs provide interesting and practical courses for their students. While exploration of law-related careers may be a focus, the opportunities offered in these programs equip students to be informed, engaged citizens. The success of these programs warrants wide replication to ensure that more young people learn the importance of understanding and participating in our constitutional democracy.

For a list of law magnet programs and other information about all aspects of law-related education, contact the National Law-Related Education Resource Center, American Bar Association/Youth Education, 541 N. Fairbanks Court, Chicago, IL 60611-3314; telephone: (312) 988-5735; e-mail: pnessel@staff.abanet.org.

References and ERIC Resources. The following list of resources includes references used to prepare this Digest. The items followed by an ED number are available in microfiche and/or paper copies from the ERIC Document Reproduction Service (EDRS). For information about prices, contact EDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2852; telephone numbers are (703) 440-1400 and (800) 443-3742. Entries followed by an EJ number, annotated monthly in CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), are not available through EDRS. However, they can be located in the journal section of most larger libraries by using the information provided or requested through Interlibrary Loan.

Clinchy, Evans. "The Changing Nature of Our Magnet Schools." NEW SCHOOLS, NEW COMMUNITIES 11 (Winter 1995): 47-50. EJ 502 469.

FINAL REPORT OF THE U.S. OFFICE OF EDUCATION STUDY GROUP ON LAW-RELATED EDUCATION. Washington, DC: U.S. Government Printing Office, 1979. ED 175 737.

Hunter, Alyce. "Magnet Magic: A Consideration of Choice and Change." Paper presented at the annual meeting of the National Association of Secondary School Principals, New Orleans, LA, February 1994. ED 369 152.

Leming, Robert S. ESSENTIALS OF LAW-RELATED EDUCATION. ERIC Digest. Bloomington, Ind.: ERIC Clearinghouse for Social Studies/Social Science Education; Chicago, IL: American Bar Association's National Law-Related Education Resource Center, 1995. ED 390 779.

MAGNET SCHOOLS: PROMOTING EQUAL OPPORTUNITY AND QUALITY EDUCATION. Washington, DC.: Office for Civil Rights, 1989. ED 343 194.

Steel, Lauri, and Roger Levine. EDUCATIONAL INNOVATIONS IN MULTIRACIAL CONTEXTS: THE GROWTH OF MAGNET SCHOOLS IN AMERICAN EDUCATION. Palo Alto, CA: American Institutes for Research in the Behavioral Sciences, 1994. ED 370 232.

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract RR93002014. The opinions expressed do not necessarily reflect the positions or policies of OERI or ED.

This Digest was produced jointly by ERIC/ChESS and the Adjunct ERIC Clearinghouse for Law-Related Education, a project of the American Bar Association's National Law-Related Education Resource Center.

ERIC Digest
Clearinghouse for Social Studies/Social Science Education

2805 EAST TENTH STREET • SUITE 120
INDIANA UNIVERSITY
BLOOMINGTON, INDIANA 47408
812-855-3838 • 800-266-3815

ERIC Digest EDO-SO-96-4

July 1996

We the People... The Citizen and the Constitution

by Robert S. Leming

"We the People... The Citizen and the Constitution" is a national civic education program that helps elementary and secondary students understand the history and principles of our constitutional government. In addition, the program helps students develop a reasoned commitment to values that are integral to sustaining a democratic society. The program focuses on the U.S. Constitution and Bill of Rights and fosters civic competence and responsibility among students in public and private schools. The program is administered nationally by the Center for Civic Education through a network of 435 congressional district coordinators and 50 state coordinators. The program also includes the District of Columbia, American Samoa, Guam, Puerto Rico, and the Virgin Islands. More than 20 million students and 70,000 teachers have been involved in the "We the People..." program.

The "We the People..." Curriculum. The "We the People..." curriculum was developed by the Center for Civic Education and is presently funded by the U.S. Department of Education through an act of Congress. The program began in 1987 under the auspices of the Commission on the Bicentennial of the United States Constitution and Bill of Rights. The curriculum was written in consultation with leading scholars and educators from throughout the United States.

The upper elementary, middle, and high school textbooks examine the history and principles found in our Constitution and Bill of Rights through lessons that correspond to the essential questions guiding the National Standards for Civics and Government. The following are unit titles for the high school textbook: What are the philosophical and historical foundations of the American political system? How did the framers create the Constitution? How did the values and principles embodied in the Constitution shape American institutions and practices? How have the protections of the Bill of Rights been developed and expanded? What rights does the Bill of Rights protect? What are the roles of the citizen in American society? The unit questions in the upper elementary and middle school textbooks are similar in content. The "We the People..." curriculum complements the regular school curriculum and enhances the study of history and government. Students are encouraged to use critical thinking skills in a cooperative effort to master the content of the course and then demonstrate their knowledge through written and verbal assessments.

The Simulated Congressional Hearing. In addition to a comprehensive written test, the Center for Civic Education has also developed a culminating activity that simulates a congressional hearing. The hearing enables students to demonstrate through written speeches and oral communication what they have learned during the study of the textbook. Groups of three to six students participate as expert witnesses appearing before a panel of community members acting as congressional committee members. The hearings involve the whole class; students are responsible for the entire curriculum and specialize in one of the six units of the "We the People..." textbook (five units in the upper elementary textbook). Teachers are encouraged to involve community member experts as resources in their classrooms during preparation for the hearings.

The congressional hearing involves two parts. First, students present their prepared four-minute statements that answer unit questions designed by the Center for Civic Education. During the second part (six minutes), judges ask follow-up questions to probe the extent of students' understanding of the Constitution and constitutional issues. A panel of judges evaluates student responses using the criteria of understanding, constitutional application, reasoning, supporting evidence, responsiveness, and participation. Both the prepared questions developed by the Center and the follow-up questions asked by the judges are designed to help students reach higher levels of thinking.

At elementary and middle school levels, hearings are noncompetitive and can be conducted any time during the school year in the classroom or in more elaborate settings that encourage parents and community members to be involved as judges or observers. High school classes may conduct the hearings as a single class event or may choose to participate in congressional district, state, and national level competitions. Each year in the fall and early winter, classes throughout the nation participate in congressional district hearings. The winning class from each congressional district attends a state final held in the winter. The winning class at the state level represents the state at the national finals held in Washington, DC in late April.

Research Studies Confirm Effects of the Program. The Program Effectiveness Panel of the U.S. Department of Education's National Diffusion Network examined the reports of various research studies on the "We the People..." program and validated the powerful educational effects of the program on students' civic knowledge and attitudes. Several studies by the Educational Testing Service (ETS) in 1988, 1990, and 1991 concluded that students enrolled in the "We the People..." program at upper elementary, middle school, and high school levels "significantly outperformed comparison students on every topic of the tests taken."

In 1994, Stanford University Professor Richard Brody's study entitled, *Secondary Education and Political Attitudes: Examining the Effects of Political Tolerance of the "We the People..." Curriculum*, found that high school students taking part in the "We the People..." program develop a stronger attachment to political beliefs, attitudes, and values essential to living in a democracy than other students and most adults. The Brody study, based on 1,351 student responses, suggests that students involved in the "We the People..." program exhibit more political tolerance. They would place fewer restrictions on the speech, press, and the freedom of assembly of groups with diverse opinions, and they would place fewer restrictions on due process. In addition, the study revealed that students involved in the competitive format are more interested in politics, feel more politically effective, and perceive fewer limits on their own political freedom.

In 1994, the Council for Basic Education (CBE) conducted

Robert S. Leming is the Director of the Indiana Program for Law-Related Education at the Social Studies Development Center of Indiana University.

ethnographic case studies on the effects of the "We the People..." program in an effort to assess attributes that are not amenable to quantification. The Council's research indicates that "teachers feel excited and renewed.... Students are enthusiastic about what they have been able to accomplish, especially in terms of their ability to carry out a reasoned argument. They have become energized about their place as citizens of the United States" (Council for Basic Education 1994). The case studies also reveal that "without exception, teachers asserted that the [simulated congressional hearing] competition had a significant effect on student learning" (Council for Basic Education 1994).

The findings of an earlier study by the Council for Basic Education supported by the Office of Technology Assessment of the U.S. Congress substantiated the effectiveness of the "We the People..." program in goal attainment and higher level student learning. In her 1992 *Testing for Learning*, based on the findings of that study, author and principal investigator Ruth Mitchell asserts: "The competition has enormous potential as a model for the evaluation of history/social studies and government classes. It is the most imaginative and well-organized social studies assessment I know of—more impressive than current ideas at the state level."

In 1993, the Social Studies Development Center conducted a study examining the understanding of the Bill of Rights by high school students. The study compared 477 students who attended traditional government classes with 375 students who attended classes involved in the "We the People..." program. The results of the study indicate that 79% of the students enrolled in the classes using the "We the People..." curriculum performed better than the students enrolled in the traditional government classes. This "suggests that students participating in the 'We the People...' program gained knowledge and understanding of the Bill of Rights that is superior to students in government classes using traditional textbooks" (Leming 1993).

Information about the "We the People..." Program. For more information about the program, contact the Center for Civic Education, 5146 Douglas Fir Road, Calabasas, California 91302-1467. The telephone number is (800) 350-4223. The fax number is (818) 591-9330. The e-mail address is center4civ@aol.com.

"We the People... The Citizen and the Constitution" high school classroom sets include 30 student books, a teacher's guide, a program participation handbook, 30 multiple choice tests, materials for performance assessment, and 30 certificates of achievement. A classroom set costs $250 plus 10% for shipping and handling costs. The student book is $10 (over 10 copies - $9 each). The teacher's guide is $7.50.

The middle school and upper elementary classroom sets include 30 *"We the People..."* student books and teacher's guide, the supplementary student text *With Liberty and Justice for All* and teacher's handbook, an instructional packet, 30 multiple choice tests, materials for performance assessment, and 30 certificates of achievement. The middle school classroom set costs $160 plus 10% for shipping and handling costs and the upper elementary classroom set costs $150 plus 10% for shipping and handling costs.

A few sets are available to each United States congressional district FREE OF CHARGE. Contact the Center for Civic Education for additional information.

References and ERIC Resources. The following list includes references used to prepare this Digest. The items followed by an ED number are available in microfiche and/or paper copies from the ERIC Document Reproduction Service (EDRS). For information about prices, contact EDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia, 22153-2852; telephone numbers are (703) 440-1400 and (800) 443-3742. Entries followed by an EJ number, announced monthly in the CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), are not available through EDRS. However, they can be located in the journal section of most larger libraries by using the bibliographic information provided, requested through Interlibrary Loan, or ordered from the UMI reprint service.

Bahmueller, Charles F. THE CORE IDEAS OF "CIVITAS: A FRAMEWORK FOR CIVIC EDUCATION." ERIC Digest. Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education, 1992. ED 346 016.

Brody, Richard A. SECONDARY EDUCATION AND POLITICAL ATTITUDES: EXAMINING THE EFFECTS ON POLITICAL TOLERANCE OF THE WE THE PEOPLE... CURRICULUM. Calabasas, CA: Center for Civic Education, 1994. ED number will be assigned.

Butts, R. Freeman. "National Standards and Civic Education in the United States." INTERNATIONAL JOURNAL OF SOCIAL EDUCATION 7 (Winter 1993): 86-94. EJ 476 700.

Butts, R. Freeman. "The Time is Now: To Frame the Civic Foundations of Teacher Education." JOURNAL OF TEACHER EDUCATION 44 (November-December 1993): 326-34. EJ 476 792.

Council for Basic Education. A REPORT ON THE IMPACT OF WE THE PEOPLE... THE CITIZEN AND THE CONSTITUTION. Washington, DC: Council for Basic Education, 1994.

Educational Testing Service. AN EVALUATION OF THE INSTRUCTIONAL EFFECTS OF THE NATIONAL BICENTENNIAL COMPETITION ON THE CONSTITUTION AND BILL OF RIGHTS. Pasadena, CA: Educational Testing Service, 1988.

Leming, Robert S. AN EVALUATION OF THE INSTRUCTIONAL EFFECTS OF THE WE THE PEOPLE... THE CITIZEN AND THE CONSTITUTION PROGRAM USING "WITH LIBERTY AND JUSTICE FOR ALL." Bloomington, IN: Social Studies Development Center, 1993. ED 375 016.

Mitchell, Ruth. TESTING FOR LEARNING: HOW NEW APPROACHES TO EVALUATION CAN IMPROVE AMERICAN SCHOOLS. New York: Free Press, 1992.

Mitchell, Ruth, and Amy Stempel. SIX CASE-STUDIES OF PERFORMANCE ASSESSMENT. Washington, DC: Office of Technology Assessment, 1991. ED 340 777.

Quigley, Charles N., and Charles Bahmueller, eds. CIVITAS: A FRAMEWORK FOR CIVIC EDUCATION. Calabasas, CA: Center for Civic Education, 1991. ED 340 654.

WE THE PEOPLE... AND CIVIC EDUCATION: SUMMARIES OF RESEARCH. Calabasas, CA: Center for Civic Education, 1994. ED 375 047.

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract RR93002014. Support was also provided through the Adjunct ERIC Clearinghouse for International Civic Education, an activity of CIVITAS: An International Civic Education Exchange Program, which is administered by the Center for Civic Education at Calabasas, CA, with support from the U.S. Department of Education. The opinions expressed do not necessarily reflect the positions or policies of CCE, OERI, or ED.

ERIC Digest
Clearinghouse for Social Studies/Social Science Education

2805 EAST TENTH STREET • SUITE 120
INDIANA UNIVERSITY
BLOOMINGTON, INDIANA 47408
812-855-3838 • 800-266-3815

ERIC Digest EDO-SO-95-6 October 1995

ESSENTIALS OF LAW-RELATED EDUCATION

Essentials of Law-Related Education: A Guide for Practitioners and Policymakers is a statement of the goals and content of law-related education (LRE). Developed by the American Bar Association's Special Committee on Youth Education for Citizenship in 1995, *Essentials of Law-Related Education* concentrates on four areas: (1) subject matter and concepts; (2) instructional strategies and contexts; (3) skills; and (4) attitudes, beliefs, and values. Together, they provide K-12 students with active learning experiences that enhance their ability to explore rights and responsibilities under the law, confront and resolve disputes, and discuss and analyze public issues. This digest summarizes the original *Essentials* document.

LRE has been defined as "education to equip nonlawyers with knowledge and skills pertaining to the law, the legal process, and the legal system, and the fundamental principles and values on which these are based" (Law-Related Education Act of 1978). LRE is typically understood to foster the knowledge, skills, and values that students need to function effectively in our pluralistic, democratic society based on the rule of law. Law-related educators strive to develop the active citizens our society requires: those who can understand, live in, and contribute positively to the civic communities to which they belong.

Law saturates our lives irrespective of age or setting. Consequently, LRE focuses on real issues that affect real people in real situations. Through LRE, educators seek to elucidate essential concepts—including law, power, justice, liberty, and equality—fundamental to our constitutional democracy and to the structure and functioning of other societies. LRE enables educators to teach how the law and legal issues are essential to the functioning of politics, culture, and society. In so doing, it explores how the law affects students and how they, in turn, can affect the law. LRE strives to illuminate the substantive and procedural values underlying our legal system, fostering the formation of beliefs and attitudes that support such values.

What Subject Matter Is Essential? Concepts central to LRE include law, justice, power, equality, property, and liberty. Through LRE, teachers can teach what abstract concepts such as "liberty" actually mean through examination of specific contexts and practices. For example, they can help students understand "liberty" by giving them opportunities to learn about liberties guaranteed under the U.S. Constitution. With that knowledge, students can become aware that such liberties can still be the source for continuing controversies in contemporary society, such as when individual liberties conflict with majority values or public policy priorities.

The relationship between citizen and society is essential to LRE, which should illustrate significant connections between students and larger communities, such as town, nation, and world. Some law-related educators might focus primarily on law that affect the daily lives of all people, including criminal and civil law. Others might concentrate on fundamental legal concepts and principles, including their origins, evolution, and contemporary influence and impact. Still others might stress the application of LRE principles and skills in specific real-world situations, both personal and civic. LRE instruction should recognize that government use of power and authority can bring both order and the risk of abuse. Law-related educators might help students understand that the Constitution limits governmental power by separating, and sharing it. Educators might also ask students to ponder the relationship between power and law, considering such topics as civil disobedience, conscientious objection, capital punishment, and victimless crimes.

LRE emphasizes the role of due process of law as essential to justice in our system of governance. Teachers might focus on justice through civil, criminal, and juvenile law, or through such topics as mercy killing or cruel and unusual punishment. In dealing with equality, teachers might have students study issues of racial or gender discrimination, voting rights, or affirmative action. In so doing, students will be able to reflect on the difference between equal opportunity as a constitutional ideal and as a day-to-day reality.

How and Where Should LRE be Taught? Law-related educators should require students to participate actively in their own learning. For instance, by using role play in the classroom, teachers can encourage students to voice diverse opinions about legal issues. By having students compare and contrast several court decisions on one issue, teachers can encourage students to address judicial decisions in historical context, assess the role of precedent, and comprehend the nature of historical and social change. In helping students stage mock trials, teachers can enable students to experience the judicial process.

The classroom that best fosters LRE is student focused. The ideal LRE classroom acts as a forum where students can freely

---

Adapted by Robert S. Leming, Director of the Indiana Program for Law-Related Education of the Social Studies Development Center, Indiana University.

discuss conflicting ideas. In drawing such ideas from a cross-section of subjects, teachers give students a taste of the complexity of legal issues. LRE classrooms should have diverse, high-quality resources that provide students with the information they need while conveying the fact that different people can legitimately and reasonably have different opinions and perspectives on issues. Enlisting LRE professionals (lawyers, law-enforcement professionals, judges, scholars, for example) from the community as human resources for in-class and out-of-class instruction is an essential means by which LRE meets students' needs in these respects.

LRE does not need to be restricted to one class, course, or subject area. The constellation of values, knowledge, and skills that comprise LRE can be woven throughout the school curriculum beginning in the primary grades. Effective LRE programs should consist of carefully planned, integrated, sequenced, and cumulative instructional experiences. For instance, beginning with the early grades, LRE might emphasize fundamental concepts and values such as justice, liberty, and equality. In later grades, such concepts and values can be addressed through examination of more complex issues and dimensions of our shared constitutional ideals, and their national and global implications.

What Skills Should LRE Foster? Law-related educators should help students develop the skills needed to acquire information about the role of law in constitutional democracies and other societies and how it is connected to their lives; how they can communicate their ideas, beliefs, and opinions about the law and legal issues; and how they can actively and constructively participate in group or broader civic affairs. Thinking skills developed in LRE include analyzing and interpreting judicial opinions and other legal documents; developing a capacity for understanding when and how laws apply to specific fact situations; critically assessing laws and legal issues; and developing a capacity for understanding and evaluating controversies and conflicts arising from legal issues. LRE also develops students' communication and social participation skills, including persuading others regarding beliefs and actions related to the law; participating collectively in making rules and setting goals; building consensus through deliberation, negotiation, compromise, and conflict resolution; and working cooperatively to make decisions and take actions concerning hypothetical or actual legal and law-related social issues.

What Attitudes, Beliefs, and Values Should LRE Foster? LRE does more than provide students with information about the law and legal issues while developing essential skills. It also cultivates certain attitudes, beliefs, and values in students as both essential preconditions for, and outcomes of, students' understanding in LRE. These essential attitudes, beliefs, and values include a commitment to constitutional democracy; dedication to the ideal of justice in society; informed, active, and responsible participation in civic life; respect for the fundamental dignity and rights of humans; and appreciation for legitimately resolving societal conflicts and differences. LRE helps students understand both how law reflects and shapes collective values, beliefs, and dispositions and, in turn, how collective values, beliefs, and dispositions reflect and shape law. In so doing, LRE also helps students understand how law can and has promoted social cohesion and effected social change.

How Can You Obtain *Essentials of Law-Related Education?* *Essentials of Law-Related Education* can be obtained by writing to the ABA/YEFC, 541 North Fairbanks Court, Chicago, IL 60611-3314 or by calling 312/988-5735. The price per copy is $3.00 + $2.00 s/h; orders should be pre-paid.

References and ERIC Resources

The following list of resources includes references used to prepare this Digest. The items followed by an ED number are available in microfiche and/or paper copies from the ERIC Document Reproduction Service (EDRS). For information about prices, contact EDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2842; telephone numbers are 703/440-1440 and 800/443-3742. Entries followed by an EJ number, annotated monthly in CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), are not available through EDRS. However, they can be located in the journal sections of most larger libraries by using the bibliographic information provided, requested through Interlibrary Loan, or ordered from the UMI reprint service.

Anderson, Charlotte C., and Mabel C. McKinney-Browning. "What Principals Should Know About Law-Related Education." PRINCIPAL 61 (January 1982): 42-46. EJ 257 886.

Anderson, Charlotte C., and David Naylor, eds. LAW-RELATED EDUCATION AND THE PRESERVICE TEACHER. Chicago: American Bar Association, 1991. ED 342 698.

FINAL REPORT OF THE U.S. OFFICE OF EDUCATION STUDY GROUP ON LAW-RELATED EDUCATION. Washington, DC: U.S. Government Printing Office, 1979. ED 175 737.

Leming, Robert S., and James Downey, eds. RESOURCES FOR LAW-RELATED EDUCATION. Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education and the American Bar Association, 1995. ED number will be assigned. (This publication includes the full text of ESSENTIALS OF LAW-RELATED EDUCATION.)

McKinney-Browning, Mabel C. "Law-Related Education Programs, Process, and Promise." THE INTERNATIONAL JOURNAL OF SOCIAL EDUCATION 2 (Autumn 1987): 7-14. EJ 371 230.

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract RR93002014. The opinions expressed do not necessarily reflect the positions or policies of OERI or ED.

This Digest was produced jointly by ERIC/ChESS and the Adjunct ERIC Clearinghouse for Law-Related Education, a project of the American Bar Association's National Law-Related Education Resource Center.

ERIC Digest
Clearinghouse for Social Studies/Social Science Education

2805 EAST TENTH STREET • SUITE 120
INDIANA UNIVERSITY
BLOOMINGTON, INDIANA 47408
812-855-3838 • 800-266-3815

ERIC Digest EDO-SO-95-5

September 1995

Linking Law-Related Education To Reducing Violence By and Against Youth

by Carolyn Pereira

The American Psychological Association (1993, 1) defines violence as "immediate or chronic situations that result in injury to the psychological, social, or physical well being of individuals or groups." Violence by and against youth has increased over the last two decades cutting across racial and socio-economic lines. Assaults are on the increase. Verbal abuse is more widespread. A lack of civility in relationships at school is a common complaint of educators across the country. Reports of violence fill the media daily. Most violence has traditionally occurred between people who know each other. Acts of random violence, however, appear to be on the increase. Motivating factors range from arguments that get out of hand to gang-related incidents. In a recent survey conducted by the National School Boards Association, school superintendents from urban, suburban, and rural districts ranked family problems and violence in the media as the most significant factors associated with an increase in violence (Elliott 1994).

What Personal Qualities Are Associated with Reduction of Violence? Children are less likely to become violent if they develop particular skills, attitudes, and patterns of behavior.

- **Problem-solving and reasoning skills:** Children who think that there are only two ways to solve problems—fight or give-up—are more likely to become either perpetrators or victims of violence. Children's ability to reason well can give them a wider variety of options than just fighting or running. Children who are more proficient at generating and evaluating options in academic and social settings are less likely to choose violent ways of solving conflicts.
- **Social capacities:** These skills, attitudes, and dispositions include development of empathy, effective communication, humor, and attachment to positive, non-violent individuals or groups. Understanding another person's point of view and having concern for other persons can help students generate a wider variety of options—some of which may be mutually acceptable. Students must be able both to listen with understanding and to be understood. The ability to laugh and create moments where others, too, feel more light-hearted can often become one of the most successful options to reducing violent responses. Humor can also enable someone not to immediately take things too personally. The ability to be a friend and have friends can create a stronger desire to find non-violent ways of solving conflicts.
- **A productive sense of purpose, independence, and power:** Children who are more likely to turn to violence have no hope in the future. Conversely, children who believe they can control their lives and want to direct their lives in positive and productive ways are more likely to seek non-violent means to resolve conflict.

What Can Teachers and Parents Do To Foster Non-Violent Conflict Resolution? Teachers and parents can act positively to reduce violent behavior among children.

- **Expect children to achieve high standards:** If teachers, family, and others expect children to do their best both academically and socially, children, more often than not, rise to the challenge. If key people in the child's environment give clear and consistent signals that violence is not the norm, children will be more likely to develop non-violent patterns of behavior.
- **Provide meaningful opportunities for participation:** In order to develop the skills and predispositions for resolving conflict peaceably, children need to be given opportunities to practice these techniques. Opportunities need to be based on experiences which relate to their own lives and are viewed as important, not just busy work.
- **Recognize positive accomplishments:** Children need to know when they are on the "right" track. Feedback is important. Recognition, however, needs to fit the accomplishment. Too much or too little praise, or rewards which have little connection to the task, can be distracting.
- **Provide positive role models for children:** All children need at least one adult whom they recognize as caring about them. Knowing that respected adults support non-violence, and value being a member of groups that solve problems non-violently, further encourage children to seek non-violent solutions in conflict situations.

How Can LRE Address the Problems of Violence By and Against Youth? Law-related education (LRE) is designed to help young people develop into knowledgeable, skilled, and caring citizens. Young people with these qualities, who are given productive, responsible roles, are less likely to be involved in undesirable behavior, including violence. The outcome of a model LRE program is a class of students ready to assume their roles as constructive participants in our pluralistic democracy, not just problem-free young people. Law-related education can create a learning environment to nurture the skills, attitudes, and patterns of responsible behavior associated with the reduction of violence.

Law-related education helps children develop problem-solving and reasoning skills through challenging content and the methods used to study that content. The curriculum

---

Carolyn Pereira is Director of the Chicago Office of the Constitutional Rights Foundation; 407 South Dearborn Street, Suite 1700, Chicago, IL 60605; 312/663-9067.

provides rich opportunities for students to develop these skills by analyzing Supreme Court cases, playing roles of police officers on the job, and participating in mock trials, mediations, and legislative hearings. The complex questions generated in each of these contexts encourage a variety of answers, which involve careful examination and projection of possible consequences of the decisions.

Social skills developed through interactions with outside resource persons, as well as with other students through cooperative learning activities, can create positive attachments to prosocial individuals and groups.

LRE helps children develop a productive sense of purpose, independence, and power through participatory teaching strategies that demonstrate how people can and should make a difference in improving the system of justice. Studying key Supreme Court cases, such as *Gideon* v. *Wainwright* and *Brown* v. *Board of Education*, provides students with concrete examples of how people can work within the legal system to improve it.

Law-related education involves high expectations for all students, not just the academically gifted, and requires the use of complex skills. For example, successfully negotiating a dispute requires a high level of interpersonal and reasoning skills. In addition, LRE conveys a message that this country is based on the rule of law, which provides a variety of ways to resolve conflict without violence.

LRE provides opportunities for meaningful participation. Questions of public policy, such as "Should curfews be imposed on young people in order to curb crime?", offer opportunities for students to research, discuss, and act on important issues that affect them directly.

Recognition of positive accomplishments is part of law-related education. Further, LRE involves supportive adults or outside resource persons, such as caring police officers, judges, and attorneys, who are involved in the daily administration of justice. They are available to talk with young people, to acknowledge concerns young people have about the imperfections of the legal system, and to demonstrate how to work constructively within the system.

Careful research needs to be done on the relationship between LRE and violence prevention. However, the many links that LRE has to youth development and the risk factors related to violence provide optimism about LRE's potential as a part of a systematic, collaborative, and comprehensive violence reduction and youth development program.

References and ERIC Resources

The following list of resources includes references used to prepare this Digest. The items followed by an ED number are available in microfiche and/or paper copies from the ERIC Document Reproduction Services (EDRS). For information about prices, contact EDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2842; telephone numbers are 703/440-1440 and 800/443-3742. Entries followed by an EJ number, annotated monthly in CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), are not available through EDRS. They can be located in the journal section of most larger libraries by using the bibliographic information provided, requested through Interlibrary Loan, or ordered from the UMI reprint service.

American Psychological Association. VIOLENCE AND YOUTH: PSYCHOLOGY'S RESPONSE. Washington, DC: American Psychological Association, 1993.

Curcio, Joan, and Patricia First. VIOLENCE IN THE SCHOOLS: HOW TO PROACTIVELY PREVENT AND DEFUSE IT. Newbury Park, CA: Corwin Press, 1993. ED 358 548.

Elliott, Delbert S. YOUTH VIOLENCE: AN OVERVIEW. Boulder, CO: The Center for the Study and Prevention of Violence, 1994.

Emery, Kathleen J. POSITION STATEMENT ON YOUTH VIOLENCE PREVENTION AND RECOMMENDED ACTIONS. Dayton, OH: New Futures for Dayton Area Youth, Inc., 1993. ED 357 091.

Felgar, Michelle A. "Gangs and Youth Violence." JOURNAL OF EMOTIONAL AND BEHAVIORAL PROBLEMS 1 (Spring 1992): 9-12. EJ 480 807.

Fenley, Mary Ann, and others. THE PREVENTION OF YOUTH VIOLENCE: A FRAMEWORK FOR COMMUNITY ACTION. Atlanta, GA: Centers for Disease Control and Prevention, 1993. ED 360 610.

Guerra, Nancy, and Patrick Tolin. WHAT WORKS IN REDUCING ADOLESCENT VIOLENCE. Chicago, IL: University of Illinois at Chicago, 1994.

Jenkins, Esther J., and Carl C. Bell. "Adolescent Violence: Can It Be Curbed?" ADOLESCENT MEDICINE: STATE OF THE ART REVIEWS 3 (February 1992): 71-85.

McBee, Robin Haskell. "Law-Related Education and Violence Prevention." SCHOOL SAFETY (Spring 1995): 24-28.

Mulhern, Sean, and others. PREVENTING YOUTH VIOLENCE AND AGGRESSION AND PROMOTING SAFETY IN SCHOOLS. Madison, WI: Wisconsin State Department of Public Instruction, 1994. ED 368 989.

Reno, Janet. "The Whole Child Approach to Crime." SPECTRUM: THE JOURNAL OF STATE GOVERNMENT 66 (Summer 1993): 31-36. EJ 473 976.

Wright, Norma. FROM RISK TO RESILIENCY: THE ROLE OF LAW-RELATED EDUCATION. Calabasas, CA: Center for Civic Education, 1994. ED 377 123.

YOUTH VIOLENCE. Washington, DC: Congress of the U.S., Senate Committee on the Judiciary, 1994. ED 368 830.

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract RR93002014. The opinions expressed do not necessarily reflect the positions or policies of OERI or ED.

This Digest was produced jointly by ERIC/ChESS and the Adjunct ERIC Clearinghouse for Law-Related Education, a project of the American Bar Association's National Law-Related Education Resource Center.

Scope and Sequence

Scope and Sequence: Background

From *Social Education*

ERIC NUMBER: EJ440264
TITLE: Social Studies in the Middle School. NCSS Position Statement and Guidelines.
JOURNAL CITATION: Social Education, v55 n5 p287-93 Sep 1991
ISSN: 0037-7724
ABSTRACT: Provides direction for developing appropriate, meaningful social studies instruction for the middle school. Identifies characteristics of early adolescents that have a direct relationship to curriculum design and the selection of appropriate social studies instruction strategies. Offers National Council for the Social Studies (NCSS) recommendations for curriculum scope, sequence options, instructional strategies, and principles. (SG)
ERIC DESCRIPTORS: *Curriculum Development Educational Principles Elementary Education *Elementary School Curriculum Elementary School Students *Intermediate Grades *Middle Schools *Preadolescents *Social Studies Student Characteristics Teaching Methods
ERIC IDENTIFIERS: *National Council for the Social Studies

ERIC NUMBER: EJ427739
TITLE: Teaching an IDEA.
AUTHOR: Parker, Walter C.
JOURNAL CITATION: Social Studies and the Young Learner, v3 n3 p11-13 1991
ABSTRACT: Presents five essential strands that should be spiraled through social studies curriculum. Argues these strands suggest concepts that need to be developed. Lists key concepts and presents a way to teach ideas and concepts to intermediate-grade students. Outlines a teaching/learning sequence for concept development and illustrates how the concepts of civic courage, democracy, and North American Indians are taught. (SLM)
ERIC DESCRIPTORS: *Concept Formation *Concept Teaching Cooperative Learning *Fundamental Concepts Instructional Materials Intermediate Grades Learning Activities *Social Studies *Student Participation Teaching Methods

ERIC NUMBER: EJ398363
TITLE: Social Studies within A Global Education.
AUTHOR: Kniep, Willard M.
JOURNAL CITATION: Social Education, v53 n6 p399-403,385 Oct 1989
ABSTRACT: Presents a scope and sequence for social studies grounded in global education. Four essential elements set the boundaries for the scope of the curriculum: (1) the study of systems; (2) the study of human values; (3) the study of persistent issues; and (4) the study of global history. Illustrates how these themes are sequenced throughout grades K-12. (SLM)
ERIC DESCRIPTORS: Course Content Courses *Curriculum Design *Curriculum Development Educational Objectives Elementary Secondary Education Global Approach *Horizontal Organization Social Studies *Vertical Organization
ERIC IDENTIFIERS: *Global Education Social Studies Curriculum

ERIC NUMBER: EJ398362
TITLE: Designing a Social Studies Scope and Sequence for the 21st Century.
AUTHOR: Hartoonian, H. Michael Laughlin, Margaret A.
JOURNAL CITATION: Social Education, v53 n6 p388-98 Oct 1989
ABSTRACT: Offers a thematic approach for social studies scope and sequence. Outlines 10 themes which are offered at each grade level K-12 providing the scope for the curriculum. Illustrates how higher-order thinking and inquiry can be incorporated into the program and outlines the content for grades K-12. (SLM)
ERIC DESCRIPTORS: *Course Content Courses *Curriculum Design *Curriculum Development Educational Assessment Educational Objectives Elementary Secondary Education Geography History *Horizontal

Organization Social Sciences Social Studies Thematic Approach *Vertical Organization
ERIC IDENTIFIERS: Social Studies Curriculum

ERIC NUMBER: EJ398361
TITLE: In Search of a Scope and Sequence for Social Studies: Report of the National Council for the Social Studies Task Force on Scope and Sequence.
AUTHOR: Jarolimek, John And Others
JOURNAL CITATION: Social Education, v53 n6 p376-87 Oct 1989
ABSTRACT: Provides the recommended scope and sequence for social studies from the National Council for the Social Studies Task Force on Scope and Sequence. Outlines the knowledge base and skills which undergird social studies education, and gives grade level examples of the substantive content from K-12. Offers a chart which gives optional sequences for grades 6-12. (SLM)
ERIC DESCRIPTORS: *Course Content Courses *Curriculum Design *Curriculum Development Educational Objectives Elementary Secondary Education Geography History *Horizontal Organization Social Sciences Social Studies *Vertical Organization
ERIC IDENTIFIERS: *National Council for the Social Studies Social Studies Curriculum *Task Force on Scope and Sequence (NCSS)

ERIC NUMBER: EJ378172
TITLE: Development in Scope and Sequence: A Survey of School Districts.
AUTHOR: Herman, Wayne L., Jr.
JOURNAL CITATION: Social Education, v52 n5 p385-88 Sep 1988
ABSTRACT: Presents a study which examined school district scope and sequence patterns for the social studies between 1971-1980 and compared them with revisions being made by the same districts during 1981-1984. Summarizes the research methodology, highlights similarities of the original and revised programs, and suggests how school districts might use this report in their reform plans. (GEA)
ERIC DESCRIPTORS: Comparative Analysis *Curriculum Design *Curriculum Development *Educational Change *Educational Improvement Educational Research Elementary Secondary Education Longitudinal Studies *School Districts *Social Studies
ERIC IDENTIFIERS: *Scope and Sequence

Citizenship Education

Citizenship Education: Teaching Resources

From *Social Education*

ERIC NUMBER: EJ568031
TITLE: Hot on the Campaign Trail Teaching Social Studies through Drama.
AUTHOR: Barnes, Mary Kathleen
JOURNAL CITATION: Social Education, v62 n4 p218-21 Apr-May 1998
ISSN: 0037-7724
ABSTRACT: Profiles the activities of a third-grade class that used role playing to understand the functions and components of the federal government. Describes learning activities simulating (1) representatives of the people, (2) the legislative branch, (3) the judicial branch, (4) the executive branch, (5) political parties, and (6) political campaigns. (MJP)
ERIC DESCRIPTORS: Citizenship Education *Civics Elections Experiential Learning *Federal Government *Governmental Structure Grade 3 Instructional Effectiveness Political Campaigns *Political Parties Primary Education *Role Playing *Social Studies Student Participation Teaching Methods

ERIC NUMBER: EJ536736
TITLE: The 26th Amendment and Youth Voting Rights.
AUTHOR: Schamel, Wynell
JOURNAL CITATION: Social Education, v60 n6 p374-76 Oct 1996
ISSN: 0037-7724
ABSTRACT: Describes learning activities to be used in conjunction with a facsimile of the 92nd Congress's joint resolution passing the 26th Amendment extending the voting franchise to 18-year-olds. These activities include document analysis, time lines, class discussions, and storytelling. Briefly reviews the amendment process. (MJP)
ERIC DESCRIPTORS: Citizenship Education *Civics *Constitutional Law Content Analysis Elections Government Publications Instructional Materials Law Related Education Learning Activities *Political Issues Political Power Politics *Primary Sources Public Affairs Education Secondary Education Social Studies Student Participation Teaching Methods Voting *Voting Rights *Youth
ERIC IDENTIFIERS: *26th Amendment United States Constitution

ERIC NUMBER: EJ536727
TITLE: The 1965 Alabama Literacy Test.
JOURNAL CITATION: Social Education, v60 n6 p340-43 Oct 1996
ISSN: 0037-7724
ABSTRACT: Reviews a fascinating lesson plan designed to acquaint students with the methods and devices used to deny blacks the right to vote in the pre-Civil Rights era south. Students take the same test that Alabama required of resident blacks to vote. Includes a copy of the exceptionally difficult test. (MJP)
ERIC DESCRIPTORS: *Black History Blacks Citizenship Education Civics Civil Rights *Constitutional Law Elections Law Related Education Politics *Racial Discrimination *Screening Tests Secondary Education Social Studies State History Tests Test Use *United States History Voter Registration Voting *Voting Rights
ERIC IDENTIFIERS: *Alabama United States (South)

ERIC NUMBER: EJ536726
TITLE: Voting Is Essential.
AUTHOR: Blasing, Rick
JOURNAL CITATION: Social Education, v60 n6 p337-38 Oct 1996
ISSN: 0037-7724

ABSTRACT: Presents a lesson plan designed to increase students' participation in the electoral process and help them to create their own political opinions. Students examine political advertisements, candidate debates, and political cartoons. Includes tips on "How to get the most out of a debate" and suggested further activities. (MJP)
ERIC DESCRIPTORS: *Advertising Cartoons Citizenship Education *Civics Content Analysis Current Events *Debate *Elections Instructional Materials Law Related Education Learning Activities Mass Media Role *Political Campaigns Political Candidates Political Issues Politics Public Affairs Education Secondary Education Social Studies Student Participation Teaching Methods *Voting

ERIC NUMBER: EJ536725
TITLE: Vote for Me: Politics In America. Teacher's Guide.
JOURNAL CITATION: Social Education, v60 n6 ps1-16 Oct 1996
Note: Guide developed by WETA, the public broadcasting television station in Washington, DC.
ISSN: 0037-7724
ABSTRACT: Presents a teacher's guide for use in conjunction with the Washington, DC, public television station (WETA) four-part television series, "Vote for Me." The series provides a behind-the-scenes look at political factions, and local elections. The Teachers Guide includes program descriptions, previewing, postviewing, and discussion questions, enrichment activities, and other information. (MJP)
ERIC DESCRIPTORS: Citizenship Education *Civics Current Events Curriculum Enrichment *Elections Enrichment Activities Instructional Materials Law Related Education Learning Activities *Political Campaigns Political Candidates *Political Issues Politics *Programming (Broadcast) Public Affairs Education *Public Television Secondary Education Social Studies Student Participation Teaching Methods
ERIC IDENTIFIERS: District of Columbia *Public Broadcasting System

ERIC NUMBER: EJ536724
TITLE: Voting Isn't Enough.
AUTHOR: Greenawald, G. Dale
JOURNAL CITATION: Social Education, v60 n6 p333-35 Oct 1996
ISSN: 0037-7724
ABSTRACT: Outlines three lesson plans designed to increase students' knowledge of candidates, public policy issues, and social responsibility as well as develop problem-solving skills. Different sets of activities address the issues of politicians vs. leaders; the relationship among politics, power, and conflict; identifying and prioritizing issues in an election campaign. (MJP)
ERIC DESCRIPTORS: Citizenship Education *Civics Current Events *Elections Instructional Materials Law Related Education Learning Activities Political Campaigns Political Candidates *Political Issues Political Power Politics *Problem Solving Public Affairs Education Secondary Education *Social Responsibility Social Studies Student Participation Teaching Methods *Voting
ERIC IDENTIFIERS: *Barber (Benjamin)

ERIC NUMBER: EJ536723
TITLE: What Makes a Great President?
AUTHOR: Balkam, Rochelle
JOURNAL CITATION: Social Education, v60 n6 p330-31 Oct 1996
ISSN: 0037-7724
ABSTRACT: Presents a lesson plan designed to help students think about the qualities, types, and components of leadership and how these relate to the responsibilities of the US President. Includes sets of discussion questions, preceded by informational handouts, concerning, general qualities of leadership, specific leaders, and leadership in everyday life. (MJP)
ERIC DESCRIPTORS: Citizenship Education *Civics *Decision Making Evaluation Criteria Instructional Materials Integrity Law Related Education Leadership *Leadership Qualities Leadership Responsibility Learning Activities Middle Schools *Personality Politics *Presidents of the United States *Public Affairs Education Secondary Education Social Studies

Teaching Methods

ERIC NUMBER: EJ536722
TITLE: Politics and Media: Teaching with Cartoons.
AUTHOR: Rothwell, Jennifer Truran
JOURNAL CITATION: Social Education, v60 n6 p326-28 Oct 1996
ISSN: 0037-7724
ABSTRACT: Observes the ever-changing relationship between media technology and political coverage and illustrates this through the use of political cartoons. Briefly reviews political reporting from the days of the early republic and hand-printed newspapers to the current era of the Internet. Includes historic cartoons and suggested activities. (MJP)
ERIC DESCRIPTORS: *Cartoons Citizenship Education *Civics Instructional Materials *Journalism Law Related Education Learning Activities *Mass Media Role Middle Schools Political Campaigns Political Candidates Political Issues *Politics *Science and Society Secondary Education Social Studies Teaching Methods Technology

ERIC NUMBER: EJ514152
TITLE: TV Violence: Myth and Reality.
AUTHOR: Hepburn, Mary A.
JOURNAL CITATION: Social Education, v59 n5 p309-11 Sep 1995
ISSN: 0037-7724
ABSTRACT: Maintains that, with an average national television viewing time of more than seven hours daily, the prevalence of violence in broadcasts is a serious concern. Summarizes research on the effects of television violence on children. Includes eight suggested student activities to develop critical media skills. (CFR)
ERIC DESCRIPTORS: Citizen Participation Citizenship Education Commercial Television Critical Thinking *Critical Viewing Elementary Secondary Education Learning Activities Programming (Broadcast) *Social Problems *Social Studies Student Projects Teaching Methods Television *Television Viewing *Violence
ERIC IDENTIFIERS: *Federal Communications Commission

ERIC NUMBER: EJ482386
TITLE: Videodiscs on the Cold War and the Presidency. Instructional Technology.
AUTHOR: Pride, Peggy
JOURNAL CITATION: Social Education, v58 n1 p48-50 Jan 1994
ISSN: 0037-7724
ABSTRACT: Asserts that the technology of interactive multimedia gives teachers the tools to help students acquire and use historical knowledge in a visual, active manner. Reviews two videodisks on the Cold War and the U.S. presidency. Concludes that both products would be effective instructional tools. (CFR)
ERIC DESCRIPTORS: *Communism *Curriculum Design Democracy Educational Technology Elementary Secondary Education *Interactive Video Political Science Presidential Campaigns (United States) *Presidents of the United States Totalitarianism *United States History *Videodisks World War II
ERIC IDENTIFIERS: *Cold War HyperCard USSR

Citizenship Education: Background

From *Social Education*

ERIC NUMBER: EJ561953
TITLE: Supreme Court Trends.
AUTHOR: Richardson, L. Anita
JOURNAL CITATION: Social Education, v61 n7 p436-37 Nov-Dec 1997
ISSN: 0037-7724
ABSTRACT: Identifies and discusses recent decisions and upcoming cases of the Supreme Court that are likely to be of interest to teachers. Educational issues addressed include Internet access and censorship, affirmative action, sexual harassment, drug testing, and the separation of church and state. Includes a brief description Supreme Court duties. (MJP)
ERIC DESCRIPTORS: Citizenship Education *Constitutional Law Court Doctrine *Court Judges *Court Litigation *Current Events Decision Making Educational Legislation Federal Courts *Law Related Education *Politics of Education Secondary Education Social Problems
ERIC IDENTIFIERS: *Supreme Court

ERIC NUMBER: EJ549852
TITLE: Fostering Civic Virtue: Character Education in the Social Studies.
JOURNAL CITATION: Social Education, v61 n4 p225-27 Apr-May 1997
ISSN: 0037-7724
ABSTRACT: Presents the National Council for the Social Studies' position paper on character education. Calls for a renewed effort by social studies educators, schools, and communities to teach character and civic virtue. Argues that students must be offered a combination of instruction and guidance on civic virtue to counter increasing indifference. (MJP)
ERIC DESCRIPTORS: *Citizenship Education Citizenship Responsibility Civics *Democratic Values Educational Objectives *Educational Responsibility Elementary Secondary Education *Ethical Instruction Ethics Guidelines Integrity Law Related Education *Moral Development Moral Values Outcomes of Education Personality Development *Social Studies Social Values Teacher Associations
ERIC IDENTIFIERS: *National Council for the Social Studies

ERIC NUMBER: EJ549851
TITLE: Citizenship Education and the World Wide Web.
AUTHOR: Risinger, C. Frederick
JOURNAL CITATION: Social Education, v61 n4 p223-24 Apr-May 1997
ISSN: 0037-7724
ABSTRACT: Presents an introduction and overview concerning integrating use of the Internet with citizenship education. Briefly reviews Web sites useful for citizenship education. These include Thomas, which provides summaries of bills currently going through Congress, and the Electronic Policy Network. (MJP)
ERIC DESCRIPTOR: *Citizenship Education Civics Computer Networks *Computer Uses in Education *Current Events Educational Change Educational Resources *Educational Technology Elementary Secondary Education *Information Sources Instructional Materials Law Related Education Political Issues Social Studies Teaching Methods *World Wide Web
ERIC IDENTIFIERS: Web Sites

ERIC NUMBER: EJ546648
TITLE: Citizenship, Diversity and Distance Learning: Videoconferencing in Connecticut.
AUTHOR: Sembor, Edward C.
JOURNAL CITATION: Social Education, v61 n3 p154-59 Mar 1997
ISSN: 0037-7724
ABSTRACT: Profiles a videoconference that brought together two seventh-grade classes in Connecticut. Over several days, white, middle-class, rural students discussed topical issues with urban black students. Topics raised included diversity, politics, gun control and local issues. Includes students' responses to the program. (MJP)
ERIC DESCRIPTORS: Citizen Participation *Citizenship Education Cultural Pluralism

Democratic Values *Distance Education Educational Technology Grade 7 *Interactive Television Interactive Video Junior High Schools Middle Schools *Multicultural Education Social Studies Socialization *Student Participation *Teleconferencing
ERIC IDENTIFIERS: *Connecticut

ERIC NUMBER: EJ545382
TITLE: Developing Democratic Citizens for Emerging Democracies in Africa.
AUTHOR: Ukpokodu, Nelly
JOURNAL CITATION: Social Education, v61 n2 p93-96 Feb 1997
ISSN: 0037-7724
ABSTRACT: Places the current problems concerning citizenship education in Africa in the context of African countries' emergence from colonial rule to democratic government. Maintains that social studies education in Africa must become transformative and interdisciplinary to overcome ethnocentric isolation. Advocates upgrading teacher education and educational facilities. (MJP)
ERIC DESCRIPTORS: *African Culture *African History *Citizenship Education Civics *Colonialism Curriculum Development *Democratic Values Educational Facilities Educational Policy Elementary Secondary Education Ethnocentrism Foreign Countries Non Western Civilization Outcomes of Education *Role of Education Social Change Social Isolation Social Studies
ERIC IDENTIFIERS: *Africa

ERIC NUMBER: EJ545377
TITLE: Empowering Immigrant Students through Democratic Dialogues.
AUTHOR: Pezone, Michael Singer, Alan
JOURNAL CITATION: Social Education, v61 n2 p75-79 Feb 1997
ISSN: 0037-7724
ABSTRACT: Provides guidelines, activities, and teaching tips for creating and maintaining an open, cooperative, and participating social studies classroom. These guidelines offer support and structure to the students, encouraging them to engage in constructive dialog without fear of undue criticism or rejection. (MJP)
ERIC DESCRIPTORS: *Citizenship Education *Classroom Environment Classroom Techniques *Discussion (Teaching Technique) *Educational Objectives Educational Practices *Humanistic Education *Immigrants Junior High Schools Progressive Education Role of Education Social Responsibility Social Studies Student Characteristics Student Needs Teacher Behavior Teacher Role
ERIC IDENTIFIERS: *Dewey (John)

ERIC NUMBER: EJ545376
TITLE: Traditional Rule-Making and the Subversion of Citizenship Education.
AUTHOR: Schimmel, David
JOURNAL CITATION: Social Education, v61 n2 p70-74 Feb 1997
ISSN: 0037-7724
ABSTRACT: Argues that traditional classroom management, with its emphasis on negative authoritarian rules delivered intact from the teacher, is in direct conflict with the goals and objectives of citizenship education. Proposes an alternative consisting of a collaborative and responsible rule-making effort between the teacher and the class. (MJP)
ERIC DESCRIPTORS: *Citizenship Education Classroom Environment *Classroom Techniques Cooperative Learning *Democratic Values Discipline Educational Objectives Educational Practices Elementary Secondary Education Humanistic Education *Progressive Education Role of Education Social Responsibility Social Studies Student Needs *Student Participation Teacher Behavior *Teacher Role

ERIC NUMBER: EJ536766
TITLE: Global and International Education on the World Wide Web.
AUTHOR: Risinger, C. Frederick
JOURNAL CITATION: Social Education, v60 n7 p447-48 Nov-Dec 1996
ISSN: 0037-7724
ABSTRACT: Reviews World Wide Websites related to global and international education.

Discusses their merits, specific coverage, and links to other sites. Examines Websites maintained by the Christian Science Monitor, US Department of State, Global SchoolNet Foundation, Ministries of Foreign Affairs Online along with others. (MJP)
DE- Citizenship Education Civics *Computer Uses in Education Current Events *Educational Resources Educational Trends Elementary Secondary Education *Global Education Instructional Improvement Instructional Innovation *International Education *Internet Law Related Education Social Studies *World Wide Web

ERIC NUMBER: EJ536765
TITLE: The New Civics Education: An Integrated Approach for Australian Schools.
AUTHOR: Print, Murray
JOURNAL CITATION: Social Education, v60 n7 p443-46 Nov-Dec 1996
ISSN: 0037-7724
ABSTRACT: Describes the recent revitalization of civics education in Australian schools. This approach incorporates traditional citizenship education into a new curriculum that addresses environmental and multicultural issues. Delineates the guidelines and goals of this new curriculum. (MJP)
ERIC DESCRIPTORS: Citizenship Education *Civics *Curriculum Development *Educational Innovation Educational Trends Elementary Secondary Education *Environmental Education Foreign Countries Global Education *Indigenous Populations Instructional Improvement Law Related Education *Multicultural Education Social Studies
ERIC IDENTIFIERS: *Australia

ERIC NUMBER: EJ536763
TITLE: Teaching about International Conflict and Peace.
AUTHOR: Soley, Mary E.
JOURNAL CITATION: Social Education, v60 n7 p432-38 Nov-Dec 1996
ISSN: 0037-7724
ABSTRACT: Considers ways to make the complex subjects of conflict and conflict resolution meaningful and manageable in the classroom. Recommends rigorous planning, clear definitions, and classifications of the different kinds of conflict. Includes a problem-solving lesson, list of lesson ideas, and teaching approaches. (MJP)
ERIC DESCRIPTORS: Citizenship Education Civics Conflict *Conflict Resolution Culture Contact *Curriculum Development Foreign Countries *Global Education Higher Education International Cooperation *International Relations Learning Activities Peace Social Studies *Teacher Education War
ERIC IDENTIFIERS: *Lund (Michael)

ERIC NUMBER: EJ536756
TITLE: Civil Society in Democracy's Third Wave: Implications for Civic Education.
AUTHOR: Patrick, John J.
JOURNAL CITATION: Social Education, v60 n7 p414-17 Nov-Dec 1996
ISSN- 0037-7724
ABSTRACT: Reviews the trend toward democracy in former totalitarian states. Emphasizes the need of newly democratic countries to establish strong civil societies in which nongovernmental institutions and associations flourish. Discusses the strengths and weaknesses of emerging democracies. (MJP)
DESCRIPTOR: *Citizenship Education Citizenship Responsibility Civics *Democracy Democratic Values Developing Nations Foreign Countries *Global Education *Government (Administrative Body) Law Related Education Political Power *Power Structure Secondary Education *Social Change Social Responsibility Social Studies
ERIC IDENTIFIERS: *Third Wave Democracies

ERIC NUMBER: EJ536737
TITLE: Internet: Teaching about the 1996 Elections with the World Wide Web.
AUTHOR: Risinger, C. Frederick
JOURNAL CITATION: Social Education, v60 n6 p377-78 Oct 1996

ISSN: 0037-7724
ABSTRACT: Briefly explores a number of World Wide Web sites devoted to providing information about the 1996 elections. Evaluates web sites maintained by the Atlantic Monthly, Congressional Quarterly, CNN, and MTV. While most sites cover the national election, at least one, ElectNet, focuses on state and local elections. (MJP)
ERIC DESCRIPTORS: Citizenship Education *Civics *Computer Uses in Education Educational Resources *Elections Elementary Secondary Education Information Networks Information Sources Instructional Materials *Internet Law Related Education Political Candidates *Political Issues Politics Presidential Campaigns (United States) Presidents of the United States Social Studies *World Wide Web

ERIC NUMBER: EJ536735
TITLE: Social Issues and Voting Behavior.
AUTHOR: Piroth, Scott
JOURNAL CITATION: Social Education, v60 n6 p368-73 Oct 1996
ISSN: 0037-7724
ABSTRACT: Summarizes and reports on a large body of statistical evidence that suggests US voting patterns relate more to general attitudes and beliefs than to any substantive evaluation of policy positions. Studies reveal that voter preference often is determined by parental influence and party loyalty. Discusses possible reasons and implications. (MJP)
ERIC DESCRIPTORS: Behavior Patterns Citizenship Education Citizenship Responsibility *Civics *Decision Making Elections Law Related Education *Parent Influence *Political Attitudes Political Campaigns Political Candidates Political Issues *Political Parties Politics Public Affairs Education Secondary Education Social Problems Social Studies Statistical Analysis *Voting
ERIC IDENTIFIERS: *Campbell (Angus) Converse (Philip E)

ERIC NUMBER: EJ536734
TITLE: Getting into Issues: Good Government.
AUTHOR: Woodwell, William H., Jr.
JOURNAL CITATION: Social Education, v60 n6 p365-67 Oct 1996
ISSN: 0037-7724
ABSTRACT: Provides a brief overview of the current arguments concerning campaign finance reform and congressional term limits. Discusses limits on spending, special interest contributions, "soft money," the power of incumbents, and the role of Political Action Committees. Includes a brief historical synopsis of campaign finance reform movements. (MJP)
ERIC DESCRIPTORS: Citizenship Education *Civics Conflict of Interest Credibility Ethics Federal Government *Federal Legislation *Finance Reform Financial Problems Financial Support Law Related Education Middle Schools *Political Campaigns Political Influences Political Issues Politics *Public Opinion Secondary Education *Social Action Social Studies
ERIC IDENTIFIER: *Federal Election Campaign Act

ERIC NUMBER: EJ536732
TITLE: The Keys to the White House: Who Will be the Next American President?
AUTHOR: Lichtman, Allan J.
JOURNAL CITATION: Social Education, v60 n6 p358-60 Oct 1996
ISSN: 0037-7724
ABSTRACT: Outlines and discusses a system for predicting the winner in presidential elections. The system consists of 13 statements favoring reelection for the incumbent party. Five or fewer false statements indicate an incumbent win. Predicts President Clinton winning the 1996 election. Includes tables showing veracity of 13 keys in historical elections. (MJP)
ERIC DESCRIPTORS: Citizenship Education *Civics *Elections Evaluation Criteria Law Related Education Middle Schools Political Candidates *Political Influences Political Issues Politics *Predictive Measurement *Presidential Campaigns (United States) *Presidents of the United States Public Opinion Secondary Education Social Indicators Social Studies

Trend Analysis
ERIC IDENTIFIERS: *Clinton (William Jefferson) Prediction Methodology

ERIC NUMBERS: EJ536731
TITLE: Social Barriers to Voting.
AUTHOR: Schneider, Pauline
JOURNAL CITATION: Social Education, v60 n6 p355-57 Oct 1996
NOTE: This is a reprint of an article that originally appeared in the 1996 Fall issue of "Update on Law-Related Education."
ISSN: 0037-7724
ABSTRACT: Summarizes some of the attitudes and circumstances contributing to low-voter turnout in the United States. These include apathy, language problems, lack of education, minority disincentives, a mobile population, and the discouraging effect of polls. Notes the impressive correlation between voter registration and voter participation. (MJP)
ERIC DESCRIPTORS: Alienation Apathy Citizenship Education *Citizenship Responsibility *Civics *Elections Law Related Education *Negative Attitudes *Political Attitudes Political Campaigns Politics Secondary Education Social Attitudes Social Bias Social Indicators Social Studies Student Participation *Voting
ERIC IDENTIFIERS: *Wolfinger (Raymond)

ERIC NUMBER: EJ536729
TITLE: Investigating Controversial Issues at Election Time: Political Socialization Research.
AUTHOR: Hahn, Carole L.
JOURNAL CITATION: Social Education, v60 n6 p348-50 Oct 1996
ISSN- 0037-7724
ABSTRACT: Advocates utilizing an issues-centered approach to teaching controversial political issues in social studies classrooms. Recommends augmenting this approach with the development of a democratic classroom where student views are encouraged and considered. Identifies useful techniques for this approach, including debates, simulations, discussions, and inquiry projects. (MJP)
ERIC DESCRIPTORS: Citizenship Education Civics *Classroom Environment *Controversial Issues (Course Content) Current Events Elections Law Related Education *Open Education Political Attitudes Political Campaigns Political Candidates *Political Issues Political Socialization Politics Public Affairs Education Secondary Education Social Studies *Student Participation Teaching Methods
ERIC IDENTIFIERS: *Ehman (L H)

ERIC NUMBER: EJ536728
TITLE: Kid Voting USA: From Classroom to Dinner Table to the Polls.
AUTHOR: Golston, Syd
JOURNAL CITATION: Social Education, v60 n6 p344-47 Oct 1996
ISSN: 0037-7724
ABSTRACT: Provides an overview of the mission and activities of Kids Voting USA. The nonprofit organization promotes student awareness of the importance of voting through civic education programs. Kids Voting USA has projects in 40 states involving debates, craft activities, information gathering, and mock elections. (MJP)
ERIC DESCRIPTORS: *Citizenship Education Citizenship Responsibility Civics *Elections Extracurricular Activities Law Related Education Political Campaigns Political Candidates *Political Issues Politics Public Affairs Education Secondary Education Social Studies *Student Organizations *Student Participation *Voting
ERIC IDENTIFIERS: *Kids Voting USA

ERIC NUMBER: EJ530104
TITLE: Using Trade Books to Encourage Critical Thinking about Citizenship in High School Social Studies.
AUTHOR: Bean, Thomas W. And Others
JOURNAL CITATION: Social Education, v60 n4 p227-30 Apr-May 1996
ISSN: 0037-7724
ABSTRACT: Examines the young adult novel "California Blue" and provides related learning activities designed to foster critical thinking skills in high school students. The novel is set in

the Northern California logging country where environmental concerns pit a teenager against his family and community. Addresses issues of citizenship education. (MJP)
ERIC DESCRIPTORS: *Adolescent Literature *Citizenship Education Civics *Critical Thinking Discussion (Teaching Technique) *Interdisciplinary Approach Reading Materials Secondary Education Selection *Social Studies Supplementary Reading Materials Thematic Approach
ERIC IDENTIFIERS: *Klass (David) Trade Books

ERIC NUMBER: EJ530100
TITLE: Promoting Civic Competence Using Children's Trade Books: Ideas for Pre-K-4 Classrooms.
AUTHOR: Hicks, Sandy Jean
JOURNAL CITATION: Social Education, v60 n4 p216-19 Apr-May 1996
ISSN: 0037-7724
ABSTRACT: Maintains that literature-based social studies instruction can be used to teach civic responsibility even at the primary level. Includes three sample lessons teaching personal responsibility, environmental responsibility, and a citizen's responsibility to the community. Each lesson uses a children's book as the main text. (MJP)
ERIC DESCRIPTORS: *Childrens Literature *Citizenship Education *Civics *Interdisciplinary Approach Learning Activities Primary Education Reading Materials Selection *Social Studies Supplementary Reading Materials Thematic Approach
ERIC IDENTIFIERS: *Fredericks (A) Trade Books

ERIC NUMBER: EJ528551
TITLE: Teaching Public Values: Three Instructional Approaches.
AUTHOR: Stevens, Robert L. Allen, Michael G.
JOURNAL CITATION: Social Education, v60 n3 p155-58 Mar 1996
ISSN: 0037-7724
ABSTRACT: Recommends using literature, Supreme Court cases, and moral dilemmas in a debate format as means of instruction for character education. Includes a rationale and examples for each approach. Explains several guiding values (respect for persons, justice, telling the truth) and their relevance to character education. (MJP)
ERIC DESCRIPTORS: Citizenship Education Court Litigation Debate Format Elementary Secondary Education *Ethical Instruction Instructional Development Instructional Effectiveness Instructional Improvement *Interdisciplinary Approach Literature Moral Development *Moral Issues Moral Values Social Studies Social Values *Teaching Methods *Values Education
ERIC IDENTIFIERS: *Kilpatrick (William Heard)

ERIC NUMBER: EJ528549
TITLE: Beyond Socialization and Multiculturalism: Rethinking the Task of Citizenship Education in a Pluralistic Society.
AUTHOR: Grelle, Bruce Metzger, Devon
JOURNAL CITATION: Social Education, v60 n3 p147-151 Mar 1996
ISSN: 0037-7724
ABSTRACT: Asserts that the parameters and objectives of citizenship education should be expanded to incorporate multicultural perspectives. Criticizes traditional citizenship education for promoting limited objectives reflecting the status quo. Maintains that changing demographics and an emphasis on critical thinking necessitate a broader curriculum. (MJP)
ERIC DESCRIPTORS: *Citizenship Education Consciousness Raising Cultural Pluralism Curriculum Development Democratic Values *Educational Change *Educational Objectives Elementary Secondary Education Humanistic Education Instructional Development *Multicultural Education *Role of Education Social Change Social Integration *Socialization Social Studies
ERIC IDENTIFIERS: *Leming (James S)

ERIC NUMBER: EJ525314

TITLE: Can Controversial Issues Be Taught in the Early Grades? The Answer Is Yes.
AUTHOR: McBee, Robin Haskell
JOURNAL CITATION: Social Education, v60 n1 p38-41 Jan 1995
ISSN: 0037-7724
ABSTRACT:Advocates teaching controversial issues to children, claiming that they already have some knowledge of these through their own experience and media exposure. Describes role-playing activities, including simulated small claims court and city council hearings. Provides an overview of a five-day instructional unit on violence. (MJP)
ERIC DESCRIPTORS: Citizenship Education *Cognitive Ability *Controversial Issues (Course Content) Current Events Democratic Values Discussion (Teaching Technique) *Educational Objectives Elementary Education *Elementary School Students Ethical Instruction Law Related Education Learning Activities *Public Affairs Education Role of Education Role Playing Simulation Social Problems *Social Studies
ERIC IDENTIFIERS: *Parker (Walter C)

ERIC NUMBER: EJ525313
TITLE: Controversial Issues in Practice. Classroom Focus.
AUTHOR: Gallo, Maria
JOURNAL CITATION: Social Education, v60 n1 p1-4 Jan 1995
ISSN: 0037-7724
ABSTRACT: Presents three law-related education lesson plans discussing the relationship between church and state. The first two lessons, establishment of religion and free exercise of religion, culminate in the third, a round table discussion. The students research, role play, and argue hypothetical and real court cases. (MJP)
ERIC DESCRIPTORS: Citizenship Education *Constitutional Law *Controversial Issues (Course Content) Current Events Democratic Values Discussion (Teaching Technique) Educational Objectives Elementary Secondary Education *Law Related Education Learning Activities Moral Values Political Issues Public Affairs Education *Religious Factors Role of Education Role Playing Social Problems Social Studies *State Church Separation Teacher Role
ERIC IDENTIFIERS: *First Amendment

ERIC NUMBER: EJ525312
TITLE: The Beginning of Life. A Topic Worthy of Discussion.
AUTHOR: O'Brien, Joseph
JOURNAL CITATION: Social Education, v60 n1 p32-37 Jan 1995
ISSN: 0037-7724
ABSTRACT: Delineates four compelling reasons for placing bioethical issues, including abortion, in a curricular context. These include linking ethics and civics, preparing informed decision makers, public debate, and studying the future today. Includes activities and questions designed to provide students with a conceptual focus. (MJP)
ERIC DESCRIPTORS: *Abortions *Bioethics *Biology Citizenship Education *Controversial Issues (Course Content) Current Events Democratic Values Discussion (Teaching Technique) Educational Objectives *Ethics Learning Activities Moral Values Political Issues Pregnancy *Public Affairs Education Role of Education Role Playing Secondary Education Social Problems Social Studies Student Participation

ERIC NUMBER: EJ525311
TITLE: Controversial Issues: The Teacher's Crucial Role.
AUTHOR: Lockwood, Alan L.
JOURNAL CITATION: Social Education, v60 n1 p28-31 Jan 1995
ISSN: 0037-7724
ABSTRACT: Maintains that teachers must act a clear role or roles when discussing controversial issues. Discusses the various roles a teacher may assume, including presiding judge, determined advocate, nurturant facilitator, and socratic cross-examiner. Suggests which scenarios may work best with different roles. (MJP)
ERIC DESCRIPTORS: *Citizenship Education Class Activities *Controversial Issues (Course

Content) Current Events Democratic Values Educational Objectives Elementary Secondary Education Ethical Instruction *Instructional Effectiveness Learning Activities Moral Values Political Issues Public Affairs Education Role of Education *Role Playing Social Problems Social Studies *Teacher Role Teacher Student Relationship
ERIC IDENTIFIERS: *Kelly (Thomas E)

ERIC NUMBER: EJ525310
TITLE: Exploring Issues with Students Despite the Barriers.
AUTHOR: Onosko, Joseph J.
JOURNAL CITATION: Social Education, v60 n1 p22-27 Jan 1995
ISSN: 0037-7724
ABSTRACT: Examines possible reasons for the lack of issues-oriented instruction in social studies classrooms. Provides curriculum suggestions to remedy this, including exploring debatable issues that can be researched and are interesting. Includes 12 instructional strategies designed to maintain student interest and smooth over rough spots. (MJP)
ERIC DESCRIPTORS: *Citizenship Education *Controversial Issues (Course Content) *Current Events Curriculum Design Curriculum Development *Curriculum Enrichment Democratic Values Educational Objectives Elementary Secondary Education Ethical Instruction Instructional Effectiveness Political Issues Public Affairs Education Role of Education Social Problems *Social Studies *Student Interests Student Participation
ERIC IDENTIFIERS: *Leming (J)

ERIC NUMBER: EJ525309
TITLE: Creating Strategies and Conditions for Civil Discourse about Controversial Issues.
AUTHOR: Rossi, John Allen
JOURNAL CITATION: Social Education, v60 n1 p15-21 Jan 1995
ISSN: 0037-7724
ABSTRACT: Discusses four major approaches to teaching about controversial issues frequently cited in educational literature: problem solving, public issues, decision making, and moral reasoning. Provides guidelines for structuring large-group discussions, small-group discussions, and debates within these approaches. Includes a list of instructional materials. (MJP)
ERIC DESCRIPTORS: Citizenship Education *Classroom Environment *Controversial Issues (Course Content) Current Events Debate Democratic Values *Discussion (Teaching Technique) Elementary Secondary Education Instructional Materials Learning Activities Political Issues *Problem Solving *Public Affairs Education Role Playing Small Group Instruction Social Problems *Social Studies
ERIC IDENTIFIERS: *Kohlberg (Lawrence)

ERIC NUMBER: EJ525308
TITLE: If It's Controversial, Why Teach It?
AUTHOR: Soley, Mary
JOURNAL CITATION: Social Education, v60 n1 p9-14 Jan 1995
ISSN: 0037-7724
ABSTRACT: Reveals that teaching about controversial issues increases students' self-confidence and interest in civic participation. Asserts that the current proliferation of social problems combined with exploitative media coverage necessitates civil and objective study of controversial issues. Includes several examples of, and approaches to, teaching about controversial issues. (MJP)
ERIC DESCRIPTORS: *Citizenship Education *Controversial Issues (Course Content) Current Events Democratic Values Educational Objectives Elementary Secondary Education Ethical Instruction *Instructional Effectiveness Moral Values Political Issues Public Affairs Education *Role of Education *Social Problems Social Studies Teaching Methods
ERIC IDENTIFIERS: *Center for Civic Education

EN- EJ518959
TITLE: Social Studies and the Birth of NCSS.
AUTHOR: Smith, Ben A. And Others
JOURNAL: Social Education, v59 n7 p393-98 Nov-Dec 1995
NOTE: Theme issue topic: "A History of NCSS:

75 Years of Service."
ISSN: 0037-7724
ABSTRACT: Maintains that social studies education arose out of a concern for an educational system that prepared citizens for a democratic society. Describes the influence of the National Education Association and the American Historical Association on the National Council for the Social Studies. (CFR)
ERIC DESCRIPTORS: *Citizenship Education Curriculum Development Democratic Values Educational Change *Educational History Educational Theories Elementary Secondary Education Higher Education History *Professional Associations *Role of Education Social Change Social History Social Sciences *Social Studies Textbooks *United States History
ERIC IDENTIFIERS: American Historical Association *National Council for the Social Studies National Education Association

ERIC NUMBER: EJ514147
TITLE: Learning from the Suffragists: The League of Women Voters Educates Citizens for Action.
AUTHOR: Cain, Becky
JOURNAL CITATION: Social Education, v59 n5 p290-92 Sep 1995
NOTE: Theme issue topic: "Breaking the Chains: The 75th Anniversary of Women's Suffrage."
ISSN: 0037-7724
ABSTRACT: Describes the founding and the history of the League of Women Voters. Discusses curriculum materials and other citizenship education efforts initiated by the League. Concludes that only by creating an active, informed citizenry can the integrity of the U.S. political system be maintained. (CFR)
ERIC DESCRIPTORS: Activism *Citizen Participation *Citizenship Education Constitutional History Curriculum Development Democratic Values Elementary Secondary Education *Females Feminism Political Issues Politics Sex Differences Sex Discrimination Sex Role Social Action *Social Change Social History Social Studies *United States History Voter Registration Voting *Voting Rights Womens Studies
ERIC IDENTIFIERS: Anthony (Susan B) Catt (Carrie Chapman) Equal Rights Amendment *League of Women Voters Womens Suffrage

ERIC NUMBER: EJ502252
TITLE: Reclaiming the Spirit of the Social Studies.
AUTHOR: Brady, H. Robert Barth, James L.
JOURNAL CITATION: Social Education, v59 n4 p208-10 Apr-May 1995
ISSN: 0037-7724
ABSTRACT: Discusses the origins and development of social studies education from the Populist/Progressive era to the present. Contends that, because of the influence of politics on programs of study in schools, the social studies curriculum has been affected by the rise and fall of ideological and political trends. (CFR)
ERIC DESCRIPTORS: Citizen Role *Citizenship Education Critical Thinking Curriculum Development Decision Making *Educational Change *Educational History *Educational Philosophy Educational Strategies *Politics of Education Role of Education Social Change Social Responsibility *Social Studies United States History
ERIC IDENTIFIERS: *Engle (Shirley)

ERIC NUMBER: EJ502224
TITLE: TV or Not TV? That Is the Question: A Study of the Effects of "Channel One." Instructional Technology.
AUTHOR: Tiene, Drew Whitmore, Evonne
JOURNAL CITATION: Social Education, v59 n3 p159-64 Mar 1995
ISSN: 0037-7724
ABSTRACT: Contends that thousands of high schools subscribe to the daily "Channel One" newscast. Outlines a literature review and survey of 600 high school students about their attitudes toward "Channel One." Finds students generally have positive feelings about the news program but not about the commercials. (CFR)
ERIC DESCRIPTORS: *Broadcast Journalism Citizenship Education Closed Circuit Television

*Commercial Television *Current Events Mass Media News Media Popular Culture Secondary Education *Social Studies *Student Attitudes Teacher Attitudes *Television
ERIC IDENTIFIERS: *Channel One Whittle Communications Inc

ERIC NUMBER: EJ500281
TITLE: Where There Is No Virtue, the People Perish: A Call to Unity. NCSS Notebook.
AUTHOR: Hartoonian, H. Michael
JOURNAL CITATION: Social Education, v59 n1 p54 Jan 1995
ISSN: 0037-7724
ABSTRACT: Contends that the application of virtue to the social studies community has become a necessary condition for survival. Argues that educational institutions should not become glorified vocational schools, that they have a higher purpose. Maintains that citizens must understand the inherent power of learning and service. (CFR)
ERIC DESCRIPTORS: *Citizenship Education *Educational Objectives *Educational Philosophy *Educational Practices Elementary Secondary Education *Ethical Instruction Ethics Higher Education Moral Values Professional Associations Social Change *Social Studies Social Values
ERIC IDENTIFIERS: *National Council for the Social Studies Virtues

ERIC NUMBER: EJ496919
TITLE: Ten Thematic Strands in Social Studies.
JOURNAL CITATION: Social Education, v58 n6 p365-68 Oct 1994
ISSN: 0037-7724
ABSTRACT: Presents excerpts from "Expectations of Excellence: Curriculum Standards for Social Studies." Defines and explains 10 thematic strands that form the basis for the standards. Includes integrated content from history, geography, other social sciences, and the humanities. (CFR)
ERIC DESCRIPTORS: Citizenship Education Civics Cultural Pluralism *Curriculum Development Educational Change *Educational Objectives Elementary Secondary Education *Geography Global Approach *History Humanities Integrated Curriculum Science and Society *Social Sciences *Social Studies Standards
ERIC IDENTIFIERS: Goals 2000 *National Council for the Social Studies National Standards

ERIC NUMBER: EJ495554
TITLE: The United Nations: Its Role and Place in African Education.
AUTHOR: Muyumba, Francois N.
JOURNAL CITATION: Social Education, v58 n7 p444-46 Nov-Dec 1994
NOTE: Theme issue topic: "Dream of a World United: The Fiftieth Anniversary of the United Nations."
ISSN: 0037-7724
ABSTRACT: Describes the paradoxical relationship between the United Nations and African nations. Asserts that the search for democracy, justice, equity, and education has forced many states to look with interest at the pedagogy of liberation. Discusses what is being taught about the United Nations in African schools. (CFR)
ERIC DESCRIPTORS: Citizen Role Citizenship Education Citizenship Responsibility *Colonialism *Curriculum Development Democratic Values Educational Objectives Elementary Secondary Education Foreign Countries *Government School Relationship Higher Education Imperialism *International Organizations International Studies Justice *World Affairs
ERIC IDENTIFIERS: *Africa Educational Role Liberation Pedagogy *United Nations World Health Organization

ERIC NUMBER: EJ495553
TITLE: The United Nations and the National Curriculum of England and Wales.
AUTHOR: Barrs, David
JOURNAL CITATION: Social Education, v58 n7 p442-43 Nov-Dec 1994
NOTE: Theme issue topic: "Dream of a World United: The Fiftieth Anniversary of the United Nations."

ISSN: 0037-7724
ABSTRACT: States that a national survey indicated that 82% of British citizens reported learning nothing about the United Nations in school. Discusses efforts to improve education about the United Nations through the National Curriculum in England and Wales. (CFR)
ERIC DESCRIPTORS: Citizenship Education Course Content *Curriculum Development *Educational Objectives Elementary Secondary Education Foreign Countries Interdisciplinary Approach *International Organizations National Curriculum *National Programs *National Surveys
ERIC IDENTIFIERS: *England European Community *United Nations Wales

ERIC NUMBER: EJ495542
TITLE: Human Rights and Values Education: Using the International Standards.
AUTHOR: Reardon, Betty A.
JOURNAL CITATION: Social Education, v58 n7 p427-29 Nov-Dec 1994
NOTE: Theme issue topic: "Dream of a World United: The Fiftieth Anniversary of the United Nations."
ISSN: 0037-7724
ABSTRACT: Asserts that, in teaching about human rights, the international standards should be the fundamental core of the content and values to be communicated. Recommends that teachers should use the Universal Declaration of Human Rights as the standard by which the actions of individuals and governments should be compared. (CFR)
ERIC DESCRIPTORS: Citizen Role *Citizenship Education Citizenship Responsibility *Civil Liberties Civil Rights Curriculum Development Democracy *Democratic Values *Educational Strategies Elementary Secondary Education *Human Dignity International Crimes International Organizations Social Values *Values Education
ERIC IDENTIFIERS: Human Rights United Nations *Universal Declaration of Human Rights

ERIC NUMBER: EJ495538
TITLE: A Global Look at Law and Order: The "World Court" at the UN's Fiftieth.
AUTHOR: Meyer, Howard N.
JOURNAL CITATION: Social Education, v58 n7 p417-19 Nov-Dec 1994
NOTE: Theme issue topic: "Dream of a World United: The Fiftieth Anniversary of the United Nations."
ISSN: 0037-7724
ABSTRACT: Maintains that, although the United Nations and its New York headquarters is well-known, the location and activities of the World Court in the Hague, Netherlands, are seldom mentioned in the news. Discusses the origins, structure, and composition of the International Court of Justice, better known as the World Court. (CFR)
ERIC DESCRIPTORS: Citizenship Education Conflict Resolution Elementary Secondary Education Foreign Countries Foreign Policy *Futures (of Society) International Cooperation International Crimes *International Law *International Organizations International Relations Law Related Education Peace United States History War *World Affairs *World History World War II
ERIC IDENTIFIERS: Cold War International Court of Justice Netherlands (Hague) New York (New York) *United Nations *World Court

ERIC NUMBER: EJ495535
TITLE: For the Common Good: The U.S. Role in the United Nations.
AUTHOR: Luck, Edward C. Birnback, Nick
JOURNAL CITATION: Social Education, v58 n7 p407-09 Nov-Dec 1994
NOTE: Theme issue topic: "Dream of a World United: The Fiftieth Anniversary of the United Nations."
ISSN: 0037-7724
ABSTRACT: Maintains that, over the past 50 years, the United States has had an unusually close and tumultuous relationship with the United Nations. Provides an historical review of world events since the beginning of the United Nations and describes the U.S. role in the organization. (CFR)
ERIC DESCRIPTORS: Citizenship Education

94

Elementary Secondary Education Foreign Countries Foreign Policy *Futures (of Society) *International Cooperation International Law *International Organizations International Relations Peace *United States History War *World Affairs *World History World War II
ERIC IDENTIFIERS: Cold War Nobel Laureates Roosevelt (Franklin D) *United Nations USSR

ERIC NUMBER: EJ495533
TITLE: Introduction: Dream of a World United.
AUTHOR: Dufour, Joanne Sears, John F.
JOURNAL CITATION: Social Education, v58 n7 p401 Nov-Dec 1994
NOTE: Theme issue topic: "Dream of a World United: The Fiftieth Anniversary of the United Nations."
ISSN: 0037-7724
ABSTRACT: Introduces a special theme issue on the 50th anniversary of the founding of the United Nations. Asserts that the anniversary comes at a time when increasing demands are being made upon the UN to play a leading role in world affairs. Calls for teachers to incorporate the United Nations into courses throughout the curriculum. (CFR)
ERIC DESCRIPTORS: Citizenship Education Course Content Curriculum Development Elementary Secondary Education Foreign Countries Foreign Policy *Futures (of Society) *International Cooperation International Law *International Organizations International Relations Peace *United States History War *World Affairs *World History World War II
ERIC IDENTIFIERS: Cold War *United Nations USSR

ERIC NUMBER: EJ492071
TITLE: An Overview of Computer Integration into Social Studies Instruction.
AUTHOR: Brady, H. Robert
JOURNAL CITATION: Social Education, v58 n5 p312-14 Sep 1994
ISSN: 0037-7724
ABSTRACT: Presents a conceptual view of computer-based systems and software applications for three areas of social studies instruction: (1) citizenship transmission; (2) social science; and (3) reflective inquiry. Concludes that software manufacturers must understand the implications of the fractious nature of the current social studies field. (CFR)
ERIC DESCRIPTORS: Citizenship Education Computer Assisted Instruction *Computer Software *Computer Uses in Education *Educational Objectives *Educational Technology Elementary Secondary Education *Problem Solving Social Sciences *Social Studies
ERIC IDENTIFIERS: *Cognitive Flexibility

ERIC NUMBER: EJ492070
TITLE: Civic Participation in Third Grade Social Studies Textbooks.
AUTHOR: Wade, Rahima C. Everett, Susan
JOURNAL CITATION: Social Education, v58 n5 p308-11 Sep 1994
ISSN: 0037-7724
ABSTRACT: Asserts that, although active citizenship is heralded as the goal of social studies, few textbook studies have attempted to define or examine civic participation. Reports on a study of the treatment of citizenship in four widely used third-grade textbooks. Finds that, although the texts are largely supportive of mainstream political values, they encourage students to see themselves as active participants in their communities. (CFR)
ERIC DESCRIPTORS: Citizen Participation *Citizen Role *Citizenship Education *Citizenship Responsibility Civics *Community Involvement Democratic Values Elementary Education Grade 3 Social Change *Social Studies *Textbook Content Voting

ERIC NUMBER: EJ482373
TITLE: A Response to the NCSS Guidelines on Multicultural Education.
AUTHOR: Renyi, Judith Lubeck, Dennis R.
JOURNAL CITATION: Social Education, v58 n1 p4-6 Jan 1994
ISSN: 0037-7724
ABSTRACT: Responds to the revised National Council for the Social Studies Guidelines on Multicultural Education. Maintains that the

guidelines contribute the common misunderstanding about the relationship between multicultural and international education. Argues that the arts and humanities must be a part of effective multicultural education. (CFR)

ERIC DESCRIPTORS: Aesthetic Values Art Art Education Citizenship Education Cultural Pluralism *Educational Objectives Elementary Secondary Education Global Approach *Humanities Humanities Instruction *International Education *Multicultural Education Social Studies

ERIC IDENTIFIERS: Banks (James) Global Education *National Council for the Social Studies

Citizenship Education: Teaching Resources

From *Social Studies and the Young Learner*

ERIC NUMBER: EJ528543
TITLE: Moral, Social, and Civic Issues. Teacher's Resources.
AUTHOR: Porter, Priscilla H., Ed.
JOURNAL CITATION: Social Studies and the Young Learner, v8 n4 p23-25 Mar-Apr 1996
ISSN: 1056-0300
ABSTRACT: Briefly reviews a set of reference books and curriculum guides that lead teachers to resources for teaching moral, social, and civic lessons. Includes reviews of "Literature-Based Moral Education" and "Teaching Conflict Resolution through Children's Literature." (MJP)
ERIC DESCRIPTORS: Bibliographies Childrens Literature Citizenship Education *Civics Curriculum Guides *Educational Resources Elementary Education Instructional Materials Moral Development *Moral Issues Public Affairs Education *Reading Material Selection Social Attitudes Social Development *Social Problems Social Responsibility *Social Studies Supplementary Reading Materials
ERIC IDENTIFIERS: *Schmidt (F)

ERIC NUMBER: EJ528542
TITLE: Moral, Social, and Civic Issues in the Classroom. Children's Literature.
AUTHOR: Mitchell-Powell, Brenda, Ed.
JOURNAL CITATION: Social Studies and the Young Learner, v8 n4 p21-22 Mar-Apr 1996
ISSN: 1056-0300
ABSTRACT: Critiques a set of children's books that focus on moral, social, and civic issues. All of the titles offer concrete examples of critical thinking and steer clear of agenda-based politics. Includes nonfiction, anthologies, and curriculum guides. (MJP)
ERIC DESCRIPTORS: Bibliographies *Childrens Literature *Citizenship Education *Civics Elementary Education Moral Development *Moral Issues Public Affairs Education Reading Material Selection Social Attitudes Social Development *Social Problems Social Responsibility *Social Studies Supplementary Reading Materials

ERIC NUMBER: EJ528540
TITLE: Torts and Tales. Teaching about Personal Injury Law in the Primary Grades.
AUTHOR: Peters, Mary M. Bjorklun, Eugene C.
JOURNAL CITATION: Social Studies and the Young Learner, v8 n4 p5-8 Mar-Apr 1996
ISSN: 1056-0300
ABSTRACT: Uses examples from children's literature to develop a beginning understanding of concepts related to various types of civil injury law. Examples include "The Cat in the Hat," illustrating respect for others and private property, and "Peter Rabbit," revealing the concept of conversion. Includes discussion questions and activities. (MJP)
ERIC DESCRIPTORS: *Childrens Literature Citizenship Education Civics Civil Law Court Litigation *Interdisciplinary Approach *Law Related Education Learning Activities *Legal Responsibility Primary Education *Social Studies *Torts Units of Study

ERIC NUMBER: EJ528535
TITLE: Street-Smart Second-Graders Navigate the Political Process.
AUTHOR: Solovitch-Haynes, Syma
JOURNAL CITATION: Social Studies and the Young Learner, v8 n4 p4-5 Mar-Apr 1996
ISSN: 1056-0300
ABSTRACT: Describes a class project where New York City second graders worked with the community board of transportation to rename a street for an African American woman. The students succeeded in renaming 134th Street in honor of Mary McLeod Bethune, an African American educator. (MJP)
ERIC DESCRIPTORS: *Blacks *Citizenship Education City Government *Civics Elementary Education Females Grade 2 Local Government Municipalities Public Affairs Education *Social Action *Social Studies Student Participation

*Student Projects
ERIC IDENTIFIERS: *New York (New York)

ERIC NUMBER: EJ518969
TITLE: Addressing the Curriculum Standards for Social Studies with Children's Literature.
AUTHOR: Wunder, Susan
JOURNAL CITATION: Social Studies and the Young Learner, v8 n2 p4-7 Nov-Dec 1995
NOTE: Theme issue topic: "Varieties of Literature and Elementary Social Studies."
ISSN: 1056-0300
ABSTRACT: Maintains that children's literature provides a rich resource supporting the National Council for the Social Studies (NCSS) national standards. Asserts that many books can be used in the elementary classroom to develop lessons around the 10 NCSS themes. Recommends two or more children's books for each theme. (CFR)
ERIC DESCRIPTORS: Annotated Bibliographies *Childrens Literature Citizenship Education *Content Area Reading *Curriculum Development Educational Change Educational Improvement Educational Objectives Elementary Education Global Approach Humanities *National Programs Reading Materials Social Sciences *Social Studies Teaching Methods
ERIC IDENTIFIERS: *National Council for the Social Studies *National Standards

ERIC NUMBER: EJ487178
TITLE: Community Service-Learning: Commitment through Active Citizenship.
AUTHOR: Wade, Rahima C.
JOURNAL CITATION: Social Studies and the Young Learner, v6 n3 ps1-4 Jan-Feb 1994
ISSN: 1056-0300
ABSTRACT: Discusses the history of U.S. community service programs and asserts that the potential benefits for students include increased self-esteem, enhanced motivation and interest in school, improved academic achievement, and increased social responsibility. Includes a list of six curriculum resources and a bibliography. (CFR)
ERIC DESCRIPTORS: *Citizenship Education Community Cooperation *Community Involvement *Community Services *Educational Objectives *Educational Strategies Elementary Education Experiential Learning Interdisciplinary Approach Social Responsibility *Social Studies
ERIC IDENTIFIERS: *Youth Community Service

Citizenship Education: Background

From *Social Studies and the Young Learner*

ERIC NUMBER: EJ528545
TITLE: Teacher-Directed Social Action in a Middle School Classroom. Perspectives.
AUTHOR: Yeager, Elizabeth Anne, Ed. Patterson, Mark J., Ed.
JOURNAL: Social Studies and the Young Learner, v8 n4 p29-31 Mar-Apr 1996
ISSN: 1056-0300
ABSTRACT: Describes a seventh-grade class project in which students researched a specific social problem, proposed an action plan, and took steps to implement the plan. Students who chose problems closer to home (the elderly, literacy, dropouts) were able to develop more effective action plans. (MJP)
ERIC DESCRIPTORS: *Citizenship Education *Civics Grade 7 Instructional Innovation *Local Issues Middle Schools Moral Development Public Affairs Education Public Service Social Action Social Development *Social Problems *Social Responsibility Social Studies *Student Participation Student Projects
ERIC IDENTIFIERS: *Wade (R C)

ERIC NUMBER: EJ517061
TITLE: Civic Ideal into Practice: Democracy in the Elementary School. Curriculum Concerns.
AUTHOR: Wade, Rahima
JOURNAL: Social Studies and the Young Learner, v8 n1 p16-18 Sep-Oct 1995
ISSN: 1056-0300
ABSTRACT: Maintains that the National Council for the Social Studies national standards advocate understanding of and participation in democratic citizenship by all students, including those at the elementary level. Provides recommendations for developing a democratic classroom and building a democratic school community. (CFR)
ERIC DESCRIPTORS: *Citizenship Education *Classroom Environment *Classroom Techniques Community Involvement Curriculum Development *Democratic Values Elementary Education National Programs Professional Associations *Social Studies Student Participation Student Projects Teacher Behavior *Teacher Student Relationship
ERIC IDENTIFIERS: *National Council for the Social Studies

ERIC NUMBER: EJ517058
TITLE: NCSS Social Studies Standards and the Elementary Teacher.
AUTHOR: Alleman, Janet Brophy, Jere
JOURNAL: Social Studies and the Young Learner, v8 n1 p4-8 Sep-Oct 1995
ISSN: 1056-0300
ABSTRACT: Reviews the national social studies standards developed and disseminated by the National Council for the Social Studies. Discusses 3 purposes and 10 operating assumptions of the standards. Responds to six questions that examine the standards within the classroom context. (CFR)
ERIC DESCRIPTORS: Active Learning Citizenship Education Classroom Techniques *Curriculum Development Educational Change Educational Objectives Elementary Education *Instructional Improvement Learning Activities *National Programs *Professional Associations *Social Studies
ERIC IDENTIFIERS: *Goals 2000 *National Council for the Social Studies

ERIC NUMBER: EJ502293
TITLE: The Appropriate Ingredients for an Effective Social Studies Program: Cultural Diversity and Conceptual Learning. Perspectives.
AUTHOR: Walker, Amber Olsen, Ed. Garcia, Jesus, Ed.
JOURNAL: Social Studies and the Young Learner, v7 n4 p31-32 Mar-Apr 1995
NOTE: Theme issue topic: "Diverse Learners in the Social Studies Classroom."
ISSN: 1056-0300
ABSTRACT: Contends that it is increasingly clear that schools must prepare students to be able to adapt to a changing world. Asserts that multicultural education is an intellectual

concept that should focus on significant social issues. Maintains that effective multicultural education requires conceptual teaching methods. (CFR)
ERIC DESCRIPTORS: Citizenship Education Controversial Issues (Course Content) *Cultural Pluralism Curriculum Development Educational Change *Educational Philosophy Elementary Secondary Education *Multicultural Education Public Affairs Education *Social Change *Social Problems *Social Studies Teacher Effectiveness Teaching Methods Teaching Styles
ERIC IDENTIFIERS: *National Council for the Social Studies

ERIC NUMBER: EJ500332
TITLE: Children, Technology, and Social Studies. Children's Literature.
AUTHOR: Lombard, Robert H, Ed. And Others
JOURNAL: Social Studies and the Young Learner, v7 n3 p19-21 Jan-Feb 1995
NOTE: Theme issue topic: "Technology and Social Studies."
ISSN: 1056-0300
ABSTRACT: Maintains that the role of technology and its civic implications can be explored through children's literature. Provides a bibliographical essay of 19 books that address how things work, how technology affects everyday life, and how society shapes its technological future. (CFR)
ERIC DESCRIPTORS: Biographies Books *Childrens Literature *Citizenship Education Content Area Reading *Educational Technology Elementary Education History *Social Studies Technological Advancement *Technological Literacy
ERIC IDENTIFIERS: *Technological Change

ERIC NUMBER: EJ495573
TITLE: Critical Pegagogy: A Foundation for Student Empowerment. Perspectives.
AUTHOR: Ukpokodu, Nelly, Ed.
JOURNAL: Social Studies and the Young Learner, v7 n1 p30-32 Sep-Oct 1994
ISSN: 1056-0300
ABSTRACT: Maintains that today's students will be soon be functioning in leadership and service roles, making decisions that shape their personal lives and those of others in a world of rapid change and challenge. Discusses student empowerment and maintains that it should be construed as helping all students. (CFR)
ERIC DESCRIPTORS: Citizen Participation Citizenship Education Cultural Pluralism *Democratic Values *Educational Environment Educational Objectives *Educational Philosophy Educational Strategies *Educational Theories Elementary Education Individual Development *Self Actualization *Social Studies Student Centered Curriculum Teacher Student Relationship
ERIC IDENTIFIERS: *Critical Pedagogy Freire (Paulo) Student Empowerment

ERIC NUMBER: EJ495570
TITLE: Empowering Young Citizens for Social Action. Children's Literature.
AUTHOR: McGowan, Tom, Ed. And Others
JOURNAL: Social Studies and the Young Learner, v7 n1 p21-23 Sep-Oct 1994
ISSN: 1056-0300
ABSTRACT: Asserts that social educators promote the civic competence of young people by conveying the knowledge, skills, and dispositions for taking productive social action. Maintains that quality trade books introduce children to people of diverse backgrounds who model difficult aspects of civic competence. (CFR)
ERIC DESCRIPTORS: Activism *Childrens Literature *Citizen Participation *Citizenship Education *Citizenship Responsibility Elementary Education Public Service *Self Concept Social Action *Social Studies
ERIC IDENTIFIERS: National Council for the Social Studies National Standards *Trade Books

ERIC NUMBER: EJ490100
TITLE: Social Studies: Citizenship Education for Building Nations and Educating Global Citizens. Perspectives.
AUTHOR: McKinney-Browning, Mabel C., Ed. Barth, James L., Ed.
JOURNAL: Social Studies and the Young

Learner, v6 n4 p30-32 Mar-Apr 1994
NOTE: Theme issue topic: "Global Perspectives in a New World."
ISSN: 1056-0300
ABSTRACT: Contends that social studies, originally a curriculum area unique to the United States, has become an international field of study. Asserts that social studies helps to develop citizenship and to encourage democratic institutions in nations that were formerly colonized by others. (CFR)
ERIC DESCRIPTORS: *Citizenship Education *Colonialism *Comparative Education Curriculum Development *Educational Objectives Educational Philosophy Elementary Education Foreign Countries *Global Approach Government School Relationship Imperialism Nationalism Political Attitudes *Social Studies
ERIC IDENTIFIERS: Botswana Lesotho *National Council for the Social Studies United States

ERIC NUMBER: EJ490097
TITLE: Promoting a Global Perspective. Children's Literature.
AUTHOR: McGowan, Tom, Ed. And Others
JOURNAL: Social Studies and the Young Learner, v6 n4 p19-22,29 Mar-Apr 1994
NOTE: Theme issue topic: "Global Perspectives in a New World."
ISSN: 1056-0300
ABSTRACT: Asserts that citizens are aware of growing global diversity and interdependence. Maintains that simply providing children with information about other cultures is not enough. Provides a bibliographic essay divided into eight themes related to cultural diversity. (CFR)
ERIC DESCRIPTORS: *Childrens Literature *Citizenship Education *Content Area Reading Cross Cultural Studies Cultural Differences Cultural Pluralism *Educational Strategies Elementary Education Foreign Countries *Global Approach Multicultural Education Reading Materials *Social Studies Student Attitudes Teaching Methods
ERIC IDENTIFIERS: *Global Studies Interdependence

ERIC NUMBER: EJ490092
TITLE: Media Literacy in a Global Age.
AUTHOR: Passe, Jeff
JOURNAL: Social Studies and the Young Learner, v6 n4 p7-9 Mar-Apr 1994
NOTE: Theme issue topic: "Global Perspectives in a New World."
ISSN: 1056-0300
ABSTRACT: Contends that, because the school curriculum is slow to adapt to societal change, the social studies curriculum is ripe for a needs assessment and change. Presents elementary social studies teachers with seven challenges of expanding communications technology. (CFR)
ERIC DESCRIPTORS: Citizenship Education Class Activities *Critical Viewing *Curriculum Development Decision Making Educational Change Educational Strategies Elementary Education *Global Approach *Information Technology Social Problems *Social Studies *Student Attitudes Student Behavior Television Viewing
ERIC IDENTIFIERS: Cable News Network C SPAN *Interdependence

ERIC NUMBER: EJ490091
TITLE: Teaching for Global Mindedness.
AUTHOR: Miller, F. Gene Jacobson, Michael G.
JOURNAL: Social Studies and the Young Learner, v6 n4 p4-6 Mar-Apr 1994
NOTE: Theme issue topic: "Global Perspectives in a New World."
ISSN: 1056-0300
ABSTRACT: Asserts that a primary goal of social studies is fostering attitudes and behaviors that reflect effective citizenship for a global, multicultural world. Discusses Robert Hanvey's "Five Dimensions of a Global Perspective" and how they relate to social studies course content. (CFR)
ERIC DESCRIPTORS: Citizenship Education Course Content Cultural Awareness Cultural Pluralism *Curriculum Development *Educational Strategies Elementary Education *Global Approach *Multicultural Education *Social Studies Student Behavior Teacher Behavior World Problems

ERIC IDENTIFIERS: *Hanvey (Robert G) *Interdependence

ERIC NUMBER: EJ487183
TITLE: What's Ahead for Social Studies? Perspectives.
AUTHOR: McKinney-Browning, Mabel C., Ed.
JOURNAL: Social Studies and the Young Learner, v6 n3 p29-32 Jan-Feb 1994
ISSN: 1056-0300
ABSTRACT: Reports on an interview with the president, past president, and president elect of the National Council for the Social Studies (NCSS) about the impact of the national standards movement and the future of social studies education. Discusses the Goals 2000 national standards projects and their relationship to NCSS Social Studies Standards efforts. (CFR)
ERIC DESCRIPTORS: Citizenship Education Computer Uses in Education Cooperative Learning Curriculum Development Demography *Educational Change *Educational Improvement *Educational Objectives Educational Technology Educational Trends Elementary Education History *Multicultural Education Social Sciences *Social Studies Student Evaluation Teacher Behavior Teacher Characteristics
ERIC IDENTIFIERS: *Goals 2000 *National Council for the Social Studies National Standards

From *Social Studies and the Young Learner*

ERIC NUMBER: EJ528540
TITLE: Torts and Tales. Teaching about Personal Injury Law in the Primary Grades.
AUTHOR: Peters, Mary M. Bjorklun, Eugene C.
JOURNAL CITATION: Social Studies and the Young Learner, v8 n4 p5-8 Mar-Apr 1996
ISSN: 1056-0300
ABSTRACT: Uses examples from children's literature to develop a beginning understanding of concepts related to various types of civil injury law. Examples include "The Cat in the Hat," illustrating respect for others and private property, and "Peter Rabbit," revealing the concept of conversion. Includes discussion questions and activities. (MJP)
ERIC DESCRIPTORS: *Childrens Literature Citizenship Education Civics Civil Law Court Litigation *Interdisciplinary Approach *Law Related Education Learning Activities *Legal Responsibility Primary Education *Social Studies *Torts Units of Study

ERIC Digest
Clearinghouse for Social Studies/Social Science Education

2805 EAST TENTH STREET • SUITE 120
INDIANA UNIVERSITY
BLOOMINGTON, INDIANA 47408
812-855-3838 • 800-266-3815

EDO-SO-1999-5 July 1999

Civic Writing in Education for Democratic Citizenship

By Sandra Stotsky

A major component of education for democratic citizenship is the teaching and learning of intellectual skills needed for effective and responsible participation in civil society and government, such as skills in civic writing. This Digest examines the concept of civic writing, identifies its purposes in democratic citizenship, and discusses how to teach it.

What Is Civic Writing? At first glance, civic literacy seems to refer only to a citizen's ability to read what is necessary for informed voting. But the ability to convey in writing one's ideas on matters relating to public life is equally critical for the proper functioning of democratic self-government.

Participatory writing—the unpaid writing that citizens do as part of the process of democratic self-government—is a necessary and inseparable component of democratic self-government. The writing that citizens do for civic or political purposes is also a far more salient aspect of our lives than most people realize. This writing includes such formal legal writing as speeches, petitions, and resolutions as well as such formal organizational writing as minutes of meetings, agendas, memos, and newsletters for political or civic groups. It also includes a great deal of informal and personal writing, such as letters to friends, relatives, or neighbors supporting or opposing candidates for public office.

Civic writing may be carefully planned in a legal or organizational framework, as reports by citizens' committees or voters' guides are, or it may emerge spontaneously, as letters to legislators and newspapers usually do. It may be extensively revised through multiple drafts, as a constitution usually is, or it may be sent off in first draft form, as many letters to public officials requesting help seem to be. It may be written by isolated individuals expressing unique perspectives, or it may be written by groups of individuals trying to achieve a common goal.

What Are the Purposes of Civic Writing? While some kinds of civic writing can be identified by their forms, many others can be identified only by their purposes and contexts. There are five major purposes for civic writing.

The first purpose is to personalize civic relationships with public officials and/or to express a civic identity with other citizens. For example, citizens who thank a public official for assistance, congratulate a successful candidate for public office, or console a defeated candidate are personalizing civic relationships with actual or potential public officials. On the other hand, when citizens wrote welcome-home letters to former Iranian hostages in 1980 or letters of sympathy to the Kennedy family after the assassinations of President Kennedy and his brother Robert, they were affirming the bonds of citizenship, motivated by the perception of a sense of shared membership in a national civic community.

The second purpose is to obtain information or assistance. Members of civic or political organizations often send out questionnaires to gather information for a voters' guide or to survey public opinion on an issue of concern to a particular community. In addition, citizens frequently write to public officials to request a service for themselves or they write on behalf of others.

The third purpose is to provide public information or to offer a public service. Citizens who are members of organized groups such as the League of Women Voters or Parent Teacher Associations frequently provide impartial information to other citizens on public issues. The written records of these groups, such as minutes, newsletters, and agendas, are vital for maintaining the continuity and democratic character of these civic organizations.

The fourth purpose is to evaluate public officials or services. Members of civic boards are often required to write regular evaluations of their public programs, services, or personnel. In addition to formal kinds of evaluations, citizens informally evaluate public services or officials as individuals or as groups by praising or criticizing services or individuals. Their writings may be sent directly to officials or public bodies, or they may be expressed indirectly through newspapers or other publications.

The fifth purpose is to advocate for people or causes. Advocacy writing is indispensable for the protection of political rights in a democracy and for the promotion of the common good. This kind of civic writing can be clustered around five distinct types of political activities:

- Soliciting support for a civic or political organization. Americans frequently form voluntary associations, and much of the writing done by their members focuses on recruiting new members or requesting funds from their members or the public at large.
- Supporting or opposing public officials or candidates. Citizens may write to support or oppose candidates for public office at all levels of government. They may also write to other citizens directly, to the media, or to other public officials to support or oppose a public official in a controversy. They may also seek removal of a public official by bringing their complaints to the voters through a recall petition (allowed in 31 states in some form) or by writing to higher officials.

Sandra Stotsky is a Research Associate at the Harvard University Graduate School of Education and Director of the Harvard Summer Institute on Writing, Reading, and Civic Education. She is also Deputy Commissioner of Education in the Commonwealth of Massachusetts.

- Supporting, opposing, or modifying existing or proposed laws or policies. The ability of citizens to make or influence the making of law, directly or indirectly, lies at the heart of the democratic form of government; they may do so through personal contacts, telephone calls, or in writing.
- Creating or removing laws. In some states, citizens can directly or indirectly create laws, through the initiative petition or through their representatives. In some states, they can also directly remove laws through referendums.
- Advocating new political structures or procedural rules. The most fundamental purpose for which citizens in a democratic form of government may write is to devise the very structures and procedures that shape their participation in the governance of their society, through constitutions or charters.

How Can Civic Writing Be Taught? Because participatory writing is an essential component of citizenship in a democracy, an important issue is how teachers may help students acquire the confidence and rhetorical skills they need in order to engage as writers in the civic process, while in school or later in adult life. When appropriate occasions present themselves, students can be asked to engage in participatory writing. *Civic Writing in the Classroom* (Stotsky 1987) describes a variety of suitable occasions and teaching methods.

The best way for teachers to prepare their students for civic writing is by asking students to read and analyze the participatory writing of the average citizen in their home community (not so much the public discourse of our most gifted orators or public figures). Such an examination might help them think carefully and clearly about basic questions of purpose and audience and appropriate ways to communicate in public. For example, students could be asked to analyze a group of communications on one topic in the letters to the editor section of their local newspaper, or a group of letters sent to a public official on a controversial topic. The students could then discuss who were the intended readers for each letter with respect to attitudes and values, how other kinds of readers might have reacted (or did react) to the letters, and how they themselves reacted to each letter's content, tone, and explicit purpose.

Students might also be asked to judge how well the writers of these communications displayed honesty; accuracy; fairness; consideration of all important, relevant information; courtesy to the writer's actual or potential critics and to opposing views; logical reasoning; and a concern for the common good. There is no better preparation for our students' own future participatory writing as adults than opportunities to critique the strengths and limitations of the communications written by members of their own civic community as judged by criteria developed in their classrooms (Stotsky 1996).

References and ERIC Resources. The following list of resources includes references used to prepare this Digest. The items followed by an ED number are available in microfiche and/or paper copies from the ERIC Document Reproduction Service (EDRS). For information about prices, contact EDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2852; telephone numbers are (703) 440-1400 and (800) 443-3742. Entries followed by an EJ number, annotated monthly in CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), are not available through EDRS. However, they can be located in the journal section of most larger libraries by using the bibliographic information provided, requested through Interlibrary Loan, or ordered from commercial reprint services.

Center for Civic Education. NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT. Calabasas, CA: Center for Civic Education, 1994. ED 375 074.

Nader, Ralph. "Children: Toward Their Civic Skills and Civic Involvement." SOCIAL EDUCATION 56 (April/May 1992): 212-214. EJ 450 807.

NAEP Civics Consensus Project. CIVICS FRAMEWORK FOR THE 1998 NATIONAL ASSESSMENT OF EDUCATION PROGRESS. Washington, DC: National Assessment Governing Board, 1996. ED 407 355.

Sensenbaugh, Roger. WRITING ACROSS THE SOCIAL STUDIES CURRICULUM. Bloomington, IN: ERIC Clearinghouse on Reading and Communication Skills and ERIC Clearinghouse for Social Studies/Social Science Education, 1989. ED 308 550.

Stotsky, Sandra. CIVIC WRITING IN THE CLASSROOM. Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education and the ERIC Clearinghouse on Reading and Communication Skills, 1987. ED 285 800.

Stotsky, Sandra. "Connecting Reading and Writing to Civic Education." EDUCATIONAL LEADERSHIP 47 (March 1990): 72-73. EJ 405 145.

Stotsky, Sandra. "Ethical Guidelines for Classroom Writing Assignments." S. Totten and C. M. Hurlbert, Eds., SOCIAL ISSUES IN THE ENGLISH CLASSROOM. Urbana, IL: National Council for Teaching of English, 1992.

Stotsky, Sandra. "Participatory Writing: Literacy for Civic Purposes." In A.H. Dunn and C.J. Hansen, Eds., NONACADEMIC WRITING: SOCIAL THEORY AND TECHNOLOGY. Mawah, NJ: Lawrence Erlbaum Associates, 1996, 227-256.

Stotsky, Sandra. "Participatory Writing: What Citizens Can Write." Charles F. Bahmueller and Charles N. Quigley, Eds. CIVITAS: A FRAMEWORK FOR CIVIC EDUCATION. Calabasas, CA: Center for Civic Education, 1991. ED 340 654.

This project has been funded at least in part with Federal funds from the U.S. Department of Education under contract number ED-99-CO-0016. The content of this publication does not necessarily reflect the views or policies of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

ERIC Digest
Clearinghouse for Social Studies/Social Science Education

2805 EAST TENTH STREET • SUITE 120
INDIANA UNIVERSITY
BLOOMINGTON, INDIANA 47408
812-855-3838 • 800-266-3815

EDO-SO-1999-3
May 1999

Issue-Centered Civic Education in Middle Schools

By Thomas S. Vontz and William A. Nixon

There is a broad consensus among social studies educators that the core mission of a social studies curriculum is education for democratic citizenship. Of course, there is an appropriate place for civic education at every level of learning. It is increasingly recognized, however, that the middle school years are an important time in the development of civic roles and responsibilities. Yet there is a general lack of institutionalized civic education aimed at promoting democratic citizenship during the middle school years (Policy Research Project 1998, xv & 16). Educators, policymakers, parents, and concerned members of the community need to recognize civic education in middle school as a prime concern, and issue-centered education as an effective way to respond to this concern.

Issue-Centered Education: The Pros and Cons. Even where there is a commitment to providing a foundation in civic education, the question remains: how should citizenship be taught to middle school students? On this point there has been considerable debate for several decades. James P. Shaver (1992, 95) has broken down the argument into two perennial questions: (1) is the teaching of content culled from history and the social sciences, appropriately tailored for young minds, adequate citizenship education in and of itself? and (2) should students first master a core body of information and concepts before being asked to consider the issues that face adult citizens, or will the learning of information and concepts take place more effectively in the context of confronting issues? Educators who answer "no" to the first question, and who support learning in the context of confronting problems, have turned to the issue- or problem-centered approach to civic education.

While several approaches to issue-centered civic education have been advanced, most proponents agree on some common principles. Broadly speaking, issue-centered education examines social questions. The method can be used within either discipline-based or interdisciplinary curricula. Further, it seeks to examine problems and dilemmas confronting citizens. At the core of issue-centered education are reflective questions that may be answered variously, and that emphasize thoughtfulness and depth. In the process of examining reflective questions and reaching a decision, there should be an assessment of evidence, competing values, and alternative outcomes. At its best, issue-centered civic education promises a high level of integrated learning and student involvement in the learning process.

Despite the efforts of its advocates, the issue-centered approach has failed to gain wide acceptance. There are many factors that account for this, but three pointed criticisms have been made that are worth considering. First, some teachers, parents, and community groups have expressed reservation about the emphasis on potentially controversial problems at the heart of the issue-centered approach. While examining issues of public policy is central to citizenship, there is concern that an unthinking "controversy-is-good-per-se" attitude can create an unnecessary adversarial climate (Shaver 1992, 99).

Another reservation about the issue-centered approach comes from proponents of a content-based civic education. Because an issue-centered approach requires a significant allocation of scarce classroom resources and extra effort by teachers, it effectively reduces the time that can be spent on content coverage. This factor can make the issue-centered approach unattractive to teachers who are committed to exposing students to a broad content curriculum. While most teachers are willing to trade breadth of knowledge for a greater depth of understanding, there is the concern that by adopting an issue-centered approach, content will be sacrificed to the extent that students will lack the knowledge base that is a prerequisite for an informed examination of policy problems.

Finally, some doubts have been raised about the methodology of issue-centered education. Many educators believe that the structure provided by the framework of an established discipline is crucial to teaching and learning. Here, the concern is that the issue-centered approach, with its emphasis on interdisciplinary subject matter and process over content, lacks the conceptual structure needed to facilitate achievement of content standards.

The criticisms of issue-centered civic education are valid. But if teachers want to prepare students for effective and responsible democratic citizenship, they must challenge students to confront issues of public policy in the classroom (Massialas 1989, 173). The challenge is how to take advantage of the benefits of issue-centered civic education without sacrificing student achievement of content standards in the teaching and learning of civics/government. *We the People ... Project Citizen* is a program that responds effectively to the challenges raised by critics of issue-centered education.

An Exemplary Issue-Centered Civic Education Program. Educators committed to issue-centered civic education in the middle schools need to become acquainted with *We the People . . . Project Citizen*, developed and sponsored by the Center for Civic Education. Launched in California in 1992 and expanded to national usage in 1995, *Project Citizen* is a civic education program created specifically for middle school students which involves them in the civic life of their community. The program combines active learning in both classrooms and communities with a team-based project activity that builds a sense of community and a deep understanding of public policy.

Thomas S. Vontz is director of the Indiana Program for Law-Related Education at the Social Studies Development Center of Indiana University. William A. Nixon is a doctoral student in history at Indiana University and a project assistant at the Social Studies Development Center.

Since becoming a national program in 1995, *Project Citizen* has been implemented in 38 states and is likely to expand into all 50 states.

The focal points of the program are teaching students to monitor and influence public policy and to encourage civic participation among students, their parents, and other members of the community. Students are asked to step outside of the classroom and examine real problems in their schools or communities (e.g., drug abuse, pollution, and graffiti); analyze possible solutions; create an action plan; and finally, present their findings in a public forum. The project has three overall goals: (1) to provide the knowledge and skills for effective participation in civic and political life; (2) to provide practical experience designed to foster a sense of competence and efficacy; and (3) to develop an understanding of the importance of citizen participation. Overall, *Project Citizen* gives 10-to-15-year-olds the opportunity to participate in civil society and to practice critical thinking, dialogue and debate, negotiation, tolerance, decision-making, and civic action (Policy Research Project 1998, 2 & 17).

Project Citizen responds to many of the criticisms that educators have directed against issue-centered education. Instead of injecting problems into the classrooms merely for the sake of creating controversy, the program encourages students to examine important questions of policy that are relevant to them and their communities. The format of *Project Citizen* helps ensure that when difficult questions are raised, as they so often are in civic and political life, the students think through the issues while remaining respectful of differences of opinion and other points of view. Moreover, *Project Citizen* is particularly well-suited to effectively complement a well-structured, content-based civic education curriculum, giving students the opportunity to put the ideas they have learned in the classroom into practice. Finally, while *Project Citizen* is a flexible program, it is also an outstanding example of an issue-centered approach that fits within the larger framework of civic education for democracy, with all the benefits that working within that structural framework provides.

An Evaluation of *We the People . . . Project Citizen*. In September 1997, a research team led by Professor Kenneth Tolo conducted a comprehensive, eight-month study of *Project Citizen* at the Lyndon B. Johnson School of Public Affairs of the University of Texas at Austin. The research team published a report of its findings in 1998. The key findings of the report were:

- students using *Project Citizen* believe they can—and do—make a difference in their communities;
- students and teachers believe that *Project Citizen* helps students develop a greater understanding of public policy, helps students learn how their government works, develops student commitment to active citizenship and governance, involves students in their communities, and helps students learn about specific community problems;
- students and teachers believe *Project Citizen* teaches students important communication and research skills; and
- students enjoy *Project Citizen* (Policy Research Project 1998, xviii).

Perhaps as important as these points is that *Project Citizen*, a flexible program, can fit into many classroom settings. It can be used successfully in classes covering diverse subject matter and in classes of varying academic ability, including those with gifted and talented students and students of mixed ability. *Project Citizen* is used primarily in sixth through eighth grades, but also with students as young as fifth grade and as old as twelfth grade (Policy Research Project 1998, xvii). For more information about *Project Citizen*, contact the Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302-1467; telephone (800) 350-4223; FAX (818) 591-9330; World Wide Web <www.civiced.org>.

References and ERIC Resources. The following list of resources includes references used to prepare this Digest. The items followed by an ED number are available in microfiche and/or paper copies from the ERIC Document Reproduction Service (EDRS). For information about prices, contact EDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2852; telephone numbers are (703) 440-1400 and (800) 443-3742. Entries followed by an EJ number, annotated monthly in CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), are not available through EDRS. However, they can be located in the journal section of most larger libraries by using the bibliographic information provided, requested through Interlibrary Loan, or ordered from commercial reprint services.

Evans, Ronald W. "A Dream Unrealized: A Brief Look at the History of Issue-Centered Approaches." SOCIAL STUDIES 80 (September-October 1989): 178-184. EJ 403 153.

Evans, Ronald W., and David Warren Saxe, Eds. HANDBOOK OF TEACHING SOCIAL ISSUES. NCSS BULLETIN 93. Washington, DC: National Council for the Social Studies, 1996. ED 410 141.

Gross, Richard E. "Reasons for the Limited Acceptance of the Problems Approach." SOCIAL STUDIES 80 (September-October 1989): 185-186. EJ 403 154.

Massialas, Byron G. "The Inevitability of Issue-Centered Discourse in the Classroom." SOCIAL STUDIES 80 (September-October 1989): 173-175. EJ 403 151.

Policy Research Project Report. AN ASSESSMENT OF WE THE PEOPLE . . . PROJECT CITIZEN: PROMOTING CITIZENSHIP IN CLASSROOMS AND COMMUNITIES. Austin, Texas: Lyndon B. Johnson School of Public Affairs Policy Research Project Report Number 129, 1998.

Rossi, John Allen. THE PRACTICE OF IN-DEPTH STUDY IN AN ISSUES-ORIENTED SOCIAL STUDIES CLASSROOM. Paper presented at the Annual Meeting of the National Council for the Social Studies, November 18, 1994. ED 380 389.

Shaver, James P. "Rationales for Issues-Centered Social Studies Education." SOCIAL STUDIES 83 (May-June 1992): 95-99. EJ 458 397.

This project has been funded at least in part with Federal funds from the U.S. Department of Education under contract number ED-99-CO-0016. The content of this publication does not necessarily reflect the views or policies of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

ERIC Digest
Clearinghouse for Social Studies/Social Science Education

2805 EAST TENTH STREET • SUITE 120
INDIANA UNIVERSITY
BLOOMINGTON, INDIANA 47408
812-855-3838 • 800-266-3815

ERIC Digest EDO-SO-97-2
February 1997

Teaching about Democratic Constitutionalism

by John J. Patrick

There are more than 100 democracies in the world today (Diamond 1996, 20). All but three of them – Great Britain, Israel, and New Zealand – have written constitutions. And even the three democracies without written constitutions exemplify constitutionalism, which is a critical indicator of a modern democratic government.

Constitutions and Constitutionalism. A people's constitution is the supreme law that legitimates, limits, and empowers the government, which, if democratic, is based on periodic and competitive election of representatives by virtually all the adult population. It articulates the structure of government, procedures for selection and replacement of government officials, and distribution and limitations of the powers of government.

Constitutionalism means limited government and the rule of law to prevent the arbitrary, abusive use of power, to protect human rights, to support democratic procedures in elections and public policy making, and to achieve a community's shared purposes. Constitutionalism in a democracy, therefore, both limits and empowers government of, by, and for the people. Through the constitution, the people grant power to the government to act effectively for the public good. The people also set constitutional limits on the power of the democratic government in order to prevent tyranny and to protect human rights (Holmes 1995, 299). The rights of individuals to life, liberty, and property are at risk if the government is either too strong or too weak. Both tyranny and anarchy pose critical dangers to security for individual rights.

An effective democratic constitutional government is sufficiently empowered by people to secure their rights against foreign invaders or domestic predators. Its power is also sufficiently limited by people to secure their rights against the possibility of oppressive government officials. A continuing challenge of democratic constitutionalism is determining how to simultaneously empower and limit the government in order to secure the rights of all persons in the polity.

Not every government with a written constitution exemplifies democratic constitutionalism. Many constitutions have presented merely the appearance of democratic government with little or no correspondence to reality. Soviet-style constitutions of the recent past, for example, grandly proclaimed all kinds of rights while guaranteeing none of them. Only governments that usually, if not perfectly, function in terms of a constitution to which the people have consented may be considered examples of democratic constitutionalism.

Teaching the Concept of Constitutionalism. A democratic government will not endure without public understanding and support for the ideas that undergird it. And prominent among the principles of modern democracy is constitutionalism. So primary objectives of civic education for democratic citizenship are to enable students (1) to acquire knowledge of constitutionalism, (2) to use this knowledge to think and act effectively about issues of governance, and (3) to become committed to the maintenance and improvement of constitutionalism in their polity.

Students should be taught to identify and explain why particular political systems are constitutional democracies or why they are not. Through this kind of concept-learning activity, they will better understand what democratic constitutionalism is. Further, they should be challenged to apply their concept of constitutionalism to analyze and evaluate case studies about the procedures and policies of their government.

Analysis of United States Supreme Court cases is an especially effective method of teaching about democratic constitutionalism. Through its power of judicial review, the Supreme Court can invalidate acts of government that violate the United States Constitution. Teachers should use Supreme Court cases to stimulate critical thinking and inquiry among learners about constitutional issues of the past and present.

Using International Comparisons. Another effective method of teaching about democratic constitutions and constitutionalism is international comparison (Hall 1993). Learners in the United States, for example, should be challenged to compare their constitution and practices of democratic constitutionalism with those of other constitutional democracies of the contemporary world.

Teachers can use common attributes to help learners systematically compare the written constitutions and constitutionalism in different countries. Six common attributes, for example, are (1) structure of government, (2) distribution of powers among executive, legislative, and judicial branches of government, (3) limitations on powers of the branches of government, (4) guarantees of human rights, (5) procedures for electing, appointing, and replacing government officials, and (6) methods of constitutional amendment or change. These attributes, applicable to all democratic constitutions, are foundations for comparative analysis. Through this kind of international comparison, students can learn that common characteristics of modern constitutional democracies are practiced in similar and different ways throughout the world. An outcome of teaching and learning comparatively about democratic constitutionalism is broader and deeper knowledge of the concept. Students are likely to enhance comprehension

---

John J. Patrick is Director of the ERIC Clearinghouse for Social Studies/Social Science Education, Director of the Social Studies Development Center, and Professor of Education, Indiana University.

of their own government while globally expanding their understanding of democratic principles, including constitutionalism. Further, ethnocentric tendencies are likely to diminish as students learn the variety of ways that common facets of democratic constitutionalism are practiced.

An excellent resource for comparative analysis of constitutions and constitutionalism is *Constitutions of the World* by Robert L. Maddex. This book was published in 1995 by Congressional Quarterly, Inc., 1414 22nd Street, N.W., Washington, D.C. 20037. The author of this volume uses several common categories systematically to present essential similarities and differences in constitutions of 80 countries.

Using Internet Resources. An abundance of useful data on constitutionalism can be obtained through the Internet. The World Wide Web rapidly is becoming a valuable source of information for civic educators and their students. For example, copies of the constitutions of many countries can be found at this URL site: http://www.uni-wuerzburg.de/law/index.html.

Copies of the constitutions of the 50 states of the United States of America can be located at this Web address: http://www.law.sc.edu/st_cons3.htm.

The availability of many constitutions through the Internet makes feasible the regular use of comparative analysis in teaching and learning about democratic constitutionalism.

Another useful web site is http://www.the-spa.com/constitution/cs_found.htm, which offers links to various resources including the United States Constitution, Supreme Court decisions, and the Federalist Papers.

References and ERIC Resources. The following list of resources includes references used to prepare this Digest. The items followed by an ED number are available in microfiche and/or paper copies from the ERIC Document Reproduction Service (EDRS). For information about prices, contact EDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2852; telephone numbers are (703) 440-1400 and (800) 443-3742. Entries followed by an EJ number, annotated monthly in CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), are not available through EDRS. However, they can be located in the journal section of most larger libraries by using the bibliographic information provided, requested through Interlibrary Loan, or ordered from commercial reprint services.

Diamond, Larry. "Is the Third Wave Over?" JOURNAL OF DEMOCRACY 7 (July 1996): 20-37.

Hall, Kermit L. THE POWER OF COMPARISON IN TEACHING ABOUT CONSTITUTIONALISM, LAW, AND DEMOCRACY. Paper presented to the Conference on Education for Democracy at the Mershon Center of The Ohio State University, March 4-7, 1993. ED 372 025.

Holmes, Stephen. "Constitutionalism." In Seymour Martin Lipset, ed. THE ENCYCLOPEDIA OF DEMOCRACY. Washington, DC: Congressional Quarterly, Inc., 299-306.

Meyer, Howard N. "A Global Look at Law and Order." SOCIAL EDUCATION 58 (November/December 1994): 417-419. EJ 495 538.

Pallasch, Brian. CONSTITUTIONAL AND NON-CONSTITUTIONAL GOVERNMENTS: SIMILARITIES AND DIFFERENCES THROUGHOUT HISTORY. Washington, DC: Council for the Advancement of Citizenship, 1990. ED 336 332.

Patrick, John J. THE YOUNG OXFORD COMPANION TO THE SUPREME COURT OF THE UNITED STATES. New York: Oxford University Press, 1994. ED 368 670.

Patrick, John J. CONSTITUTIONALISM IN EDUCATION FOR DEMOCRACY: THE CONTINUING RELEVANCE OF ARGUMENTS ON CONSTITUTIONAL GOVERNMENT OF THE AMERICAN FOUNDING ERA. Paper presented to the Conference on Education for Democracy at the Mershon Center of The Ohio State University, March 4-7, 1993. ED 359 118.

Quigley, Charles N., and Others, eds. NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT. Calabasas, CA: Center for Civic Education, 1994. ED 375 074.

Robinson, Donald. "World Studies Through a Comparative Constitutional Prism." UPDATE ON LAW-RELATED EDUCATION 16 (Fall 1992): 5-7. EJ 469 718.

Varat, Jonathon D. REFLECTIONS ON THE ESTABLISHMENT OF CONSTITUTIONAL GOVERNMENT IN EASTERN EUROPE. Paper presented to the International Conference on Western Democracy and Eastern Europe in Berlin, Germany, October 13-18, 1991. ED 345 994.

This publication was prepared with funding from the Office of Educational Research and Improvement, U. S. Department of Education, under contract RR93002014. The opinions expressed do not necessarily reflect the positions or policies of OERI or ED.

This Digest was produced jointly by ERIC/ChESS and the Adjunct ERIC Clearinghouse for Law-Related Education, a project of the American Bar Association's National Law-Related Education Resource Center.

ERIC®

Clearinghouse for Social Studies/Social Science Education
2805 East Tenth Street, Suite 120
Indiana University
Bloomington, Indiana 47408 (812) 855-3838

ERIC Digest EDO-SO-92-7 September 1992

Leadership in Civic Education

by Robert B. Woyach

In recent years, social studies educators have given serious attention to the apparent crisis of citizenship and the improvement of civic education in the United States. Insufficient attention, however, has been given to the place of leadership in civic education. Yet, youth leadership development is big business in the United States. Each year, over half a million high school students, along with a smaller but growing number of middle school students, participate in programs intended to encourage civic leadership and to develop leadership skills.

How Is Leadership Related to Citizenship? Leadership is one of the most studied but least understood of all social phenomena (Bennis and Nanus 1985). Yet, for most people the concept of "leader" is not complex. It evokes images remarkably close to the Middle English origins of the term: a figure who holds a position of authority and directs the actions of others by force of personality, if not birthright. This image sets leaders apart. It encourages people to think about the role of leader as something distinct from, and partially in opposition to, the role of citizen.

Yet, this authority-based, charisma-driven image of the directive leader has questionable relevance to both the theory and practice of democracy. Decades of studies on leadership have failed to uncover any meaningful set of physical or personality traits that make a person a leader. Indeed, in group settings the vast majority of people aspire to a leadership role regardless of their personality or interpersonal styles. In the United States, groups usually reject the leadership of people with highly directive (authoritarian) styles. We may hold feudal images of "leaders," but in practice, we prefer leadership that is non-elitist, decentralized, and participatory.

Our practice of leadership has enormous implications for the relationship between leadership and citizenship. In democracies, leadership is best understood as a dimension of citizenship itself, distinctive only in that it involves special competencies. In general terms, leadership involves the structuring and initiating activities that citizens must perform if groups (publics) are to organize themselves, establish goals and priorities, make decisions, settle conflicts, and in general accomplish their goals.

What Are the Essential Elements of Leadership? Debates abound regarding the best ways to develop leadership competence. At the same time, there exists considerable agreement regarding the essential elements of leadership development when it is viewed as a long-term process (Christensen and Woyach 1990). These elements include conceptual, motivational, ethical, and skill components, and clearly cannot all be achieved in a week-long or even a year-long program.

- **Motivation: Awareness and Empowerment.** One of the most basic goals of leadership development is to motivate young people to take personal responsibility for exercising leadership. For many programs this involves developing an awareness of social need on the one hand and self-esteem on the other. Young people need opportunities to connect to issues that concern them. They must see how individuals exercise leadership in these areas. Finally, they must be encouraged to see themselves in these leadership roles—to give themselves permission to lead.
- **Understanding Leadership: Role and Authenticity.** One of the most persistent inhibitors of leadership may be our elitist and directive images of leaders. Leadership development programs, therefore, must create new images of leadership. Young people need to learn what it is that leaders do. They need to understand what it means to structure and initiate group activity. They need to learn how to do these things in ways that reinforce democratic norms.

  An important issue that has received increased attention in recent years is the ethical dimension of leadership. Many people who are attracted to positions of leadership are attracted primarily to the personal rewards. Democratic leaders, however, must learn to balance the interests of self, group, and other wider communities of which the group is a part. Only if these interests are balanced will the individual be able to exercise leadership in an effective and authentic way.
- **Experience with Leadership: Skills and Competencies.** Finally, leadership involves doing, not just thinking. Effective leadership requires interpersonal skills and competencies that must be learned through experience and practice and through the assessment of successes and failures. In the final analysis, young people can only learn the skills of leadership if they are allowed to exercise leadership in meaningful ways.

What Are the Competencies of Leadership? Groups and communities depend on leaders to help them establish goals and priorities, make decisions, settle conflicts, maintain commitment, and generally to accomplish the work of the group. A model of civic leadership developed at The Ohio State University's Mershon Center summarizes the leadership role in terms of eight leadership competencies (Woyach 1992).

- **Shaping Visions and Goals—Envisioning.** The foundation of any group or community is its sense of common purpose and identity—its vision. Bennis and Nanus (1985) identify envisioning—the shaping of visions and goals—as the most basic and important of the leadership competencies. Actually envisioning is a complex task that requires the ability to identify needs and opportunities, put a purpose or mission into words, derive concrete goals from that vision, and engage other people in the process of shaping these visions and goals so that they become committed to them.
- **Helping Groups Make Decisions—Consensus Seeking.** Like individuals, groups need to make decisions. How group decision-making is structured affects not only the

---

Robert B. Woyach is a political scientist and Senior Faculty Associate of the Mershon Center, The Ohio State University.

quality of the decisions, but also the commitment of members. Typically the best way for small groups to make decisions is through consensus. Consensus decisions ensure the maximum use of the group's knowledge. They also promote the greatest group commitment, since everyone has a stake in the outcome. However, building consensus can be difficult, requiring real skill on the part of leaders.

- **Resolving Conflicts—Negotiation.** Not all decisions can be made through consensus. Conflicts over goals and priorities can paralyze a group, destroying group solidarity and member commitment. Yet conflict is unavoidable. Thus all groups need skillful negotiators. The ability to resolve conflicts so that all parties feel they have won something can keep a group, or a community, from tearing itself apart.
- **Motivating Members—Creating Rewards.** No one remains committed to a group for long simply because he believes in its goals. Member commitment needs to be rewarded to remain strong, even if that reward is little more than a sense of satisfaction for having done some good. Groups depend on leaders to make participation a rewarding experience—that is, to ensure that appropriate rewards go to members in appropriate ways and at appropriate times.
- **Laying the Foundation for Outside Support—Creating an Image.** To achieve their goals, most groups rely on other people and other groups to provide things like money, meeting space, and a variety of other resources. Attracting this support depends on having leaders who are effective at image creation—at getting the group recognized in the larger community. Image creation is a complex process that involves identifying images that capture the essence of the group and its vision, creatively communicating that image through various media, and even getting the attention of people who control access to media.
- **Laying the Foundation for Group Power—Gaining Legitimacy.** A critical part of any group's image is its credibility. Unless a group is seen as legitimate—as being credible and having the right to work toward its vision—the group will neither be able to influence others or attract the resources it needs. Looking after the group's legitimacy requires leaders who understand the different sources of legitimacy, who know what makes the group legitimate with particular people, and who are skillful at creating and protecting the group's legitimacy.
- **Attracting Outside Support and Defending the Group—Advocacy.** Once groups are known to outsiders or begin to work in the wider community, they inevitably meet with resistance. Some people will disagree with the group's goals, or challenge the group's right to work toward them. At that point the group needs skilled advocates. They need leaders who can persuade the doubtful and hold the critics at bay.
- **Getting Support from Other Groups—Coalition Building.** Most groups find they must work with other groups at one time or another. Making groups of groups, or coalitions, succeed represents a major leadership challenge. Coalitions need leaders who know how to pick the right coalition partners, and how to nurture the intergroup relationship. Finally, they must know how to get the most from the relationship without compromising their own group.

What Is the Role of Schools in Leadership Development?

Attention to leadership in the formal curriculum of American schools is rare. Those few courses on leadership that do exist typically serve a narrow group of student leaders. In general, leadership development within the United States is largely an extra-curricular or co-curricular enterprise.

Nonetheless, American schools can and do play a significant role in leadership development. Studies of adult leaders clearly indicate that youth leadership experiences in school-based clubs and organizations play a significant role in encouraging and preparing youth for leadership as adults (Cox 1988). Moreover, while curricular programs on leadership are rare, the classroom experiences communicate a wide array of messages about leadership. How leaders are portrayed in history courses influences students' understanding of the leadership role. The ways in which social issues are portrayed and the degree to which initiative is rewarded influence students' motivation to exercise leadership.

The role that schools have in providing opportunities for leadership development and in building students' image of leadership require schools to seriously consider how changes in schooling affect the development of the next generation of leaders. The decline of club programs in some schools, because of funding and scheduling problems, should be of concern to people interested in leadership development. On the other hand, trends toward site-based management offer intriguing new opportunities for involving students in the governance of the school community.

References and ERIC Resources

The following list of resources includes references used to prepare this Digest. The items followed by an ED Number are in the ERIC system. They are available in microfiche and/or paper copies from the ERIC Document Reproduction Service (EDRS). For information about prices, contact EDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2852; telephone numbers are 703-440-1440 and 800-443-3742. Entries followed by an EJ number are annotated monthly in CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), which is available in most large public or university libraries. EJ documents are not available through EDRS. However, they can be located in the journal section of most libraries by using the bibliographic information provided below or ordered through Interlibrary Loan.

Bahmueller, Charles F., and Charles N. Quigley, et. al. CIVITAS: A FRAMEWORK FOR CIVIC EDUCATION. Calabasas, CA: Center for Civic Education, 1991. ED 340 654.

Barber, Benjamin. "Public Talk and Civic Action: Education for Participation in a Strong Democracy." SOCIAL EDUCATION 53 (October 1989): 355-356, 370. EJ 398 352.

Bass, Bernard M. HANDBOOK FOR LEADERSHIP: THEORY, RESEARCH, AND MANAGERIAL APPLICATIONS. Third Edition. New York: Free Press, 1990.

Bennis, Warren, and Burt Nanus. LEADERSHIP: THE STRATEGIES FOR TAKING CHARGE. New York: Harper and Row, 1985.

Christensen, Kathy, and Robert Woyach. ISSUES IN EDUCATION: DEVELOPING LEADERS FOR A GLOBAL AGE. Muscatine, Iowa: The Stanley Foundation, 1990.

Cox, Kathryn J. SIGNIFICANT ADOLESCENT LEADERSHIP DEVELOPMENT EXPERIENCES IDENTIFIED BY ESTABLISHED LEADERS IN THE UNITED STATES. Unpublished PhD Dissertation. Columbus: The Ohio State University, 1988.

Gardner, John W. ON LEADERSHIP. New York: The Free Press, 1990.

Kettering Foundation. PUBLIC LEADERSHIP EDUCATION: PREPARING COLLEGE STUDENTS FOR THEIR CIVIC ROLES. Dayton, Ohio: Kettering Foundation, 1989.

Ravitch, Diane. DEMOCRACY: WHAT IT IS, HOW TO TEACH IT. Washington, DC: Educational Excellence Network, 1990. ED 319 650.

Reische, Diana L. CITIZENSHIP: GOAL OF EDUCATION. Arlington, VA: American Association of School Administrators, 1987. ED 292 714.

Woyach, Robert B. PREPARING FOR LEADERSHIP: A YOUNG ADULT'S GUIDE TO LEADERSHIP SKILLS IN A GLOBAL AGE. Greenwood Press, 1992.

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RI88062009. The opinions expressed do not necessarily reflect the positions or policies of OERI or ED.

ERIC®

Clearinghouse for Social Studies/Social Science Education
2805 East Tenth Street, Suite 120
Indiana University
Bloomington, Indiana 47408 (812) 855-3838

ERIC Digest EDO-SO-92-4 May 1992

The Connections Between Language Education and Civic Education

by Sandra Stotsky

Civic education "means explicit and continuing study of the basic concepts and values underlying our democratic political community and constitutional order" (Butts 1988, 184). It draws its content chiefly from four disciplines: political science, jurisprudence, history, and economics. Political science and jurisprudence provide an understanding of ideas, institutions, and procedures about law and government that protect individual rights and promote a government based on law, majority rule with minority rights, and the public good. The study of history gives us knowledge of our country's past, who we are as a people, and our successes and failures in realizing our country's political and legal ideals. And economics offers knowledge about how to use scarce resources to satisfy human needs and wants within a constitutional government based on the values of democracy and individual rights. However, language education, too, makes an important contribution to civic education.

How Can Literary Study Contribute to the Formation of Civic Identity and Character? Literary study can contribute to the formation of civic identity and civic character in several distinct ways (Stotsky 1991a).

Significant National Literature. First, it can expose students to historically significant works that illuminate our nation's cultural history and values (Stotsky 1989). Such works as Benjamin Franklin's autobiography, Ralph Waldo Emerson's essays, or Henry Thoreau's *On Civil Disobedience* and *Walden Pond* are among those literary works that contribute to an understanding of our political and social values and to our civic identity. Of course, students need to read not only what we can be proud of as Americans, but also what we have failed to do well and what we need to improve upon. A well-conceived literature program provides a balanced view of our country's social and political experiences. For example, teachers could use John Hershey's *A Bell for Adano* in tandem with Upton Sinclair's *The Jungle*. Or teachers might use James Comer's *Maggie's American Dream*, a story about a strong-minded black mother whose four children all became successful professionals despite racial discrimination, to balance Gloria Naylor's *The Women of Brewster Place*, a bleak story about mainly single mothers and their children in an urban housing project.

Characters as Intellectual and Moral Models. Literary study can also expose students to strong characters with clear moral and intellectual values. Students who identify with those characters may then internalize their values. Such works as *Antigone, The Adventures of Huckleberry Finn, To Kill a Mockingbird, A Man for all Seasons, Jean Christophe*, and *The Fountainhead* feature protagonists with strong intellectual or moral principles who choose to live by the dictates of their conscience, whether or not they suffer social disapproval, isolation, or even death. Because principled thinking, the expression of individual conscience, and the assumption of personal responsibility for one's actions are central values in the history of Western civilization and in a liberal constitutional democracy, literature programs can make a significant contribution to civic education by offering students such works to read (Jones 1966). A good literature program should also expose young students to characters who exhibit such traits as courage, hope, optimism, ambition, individual initiative, love of country, love of family, the ability to laugh at themselves, a concern for the environment, and outrage at social injustice.

Literature about Other Peoples. Finally, literature programs can expose students to works about people who live in countries or societies that differ markedly from their own. Such works can help students understand why human beings, despite often vast cultural differences, value both personal freedom and social justice, and want liberal constitutional democracies for their own countries. Chinua Achebe's *When Things Fall Apart*, Alexander Solzhenitsyn's *Gulag Archipelago*, and Ignazio Silone's *Fontamara* and *Bread and Wine* are among those works that can broaden students' knowledge of diverse ways of living and the different problems people in other societies have encountered at the same time that they learn how similar most people are in their basic human needs and wants.

How Can Writing Instruction Develop Intellectual and Moral Autonomy? Writing instruction can help develop the intellectual and moral autonomy desired in a democratic citizenry in several ways.

Independent Thinking Through the Research Process. Teachers who assign research projects help their students develop some of the most important skills citizens need: how to seek answers to their own questions; how to locate, on their own, sources of needed information; how to evaluate their relevance and quality; and how to organize information and ideas for their own purposes (Stotsky 1991b). Regular experience with the research process is probably the best means for developing the intellectual habits that are basic to informed and responsible public discourse: open-ended inquiry, the use of both primary and secondary sources, independent reading, and critical thinking.

Ethical Aspects of Academic Writing. Writing instruction can also help students develop a conscious appreciation and use of the ethics of academic writing, which should underlie public and academic discourse (Stotsky 1991c). For example, students should learn as part of their academic writing that

---

Sandra Stotsky is a Research Associate at the Harvard Graduate School of Education and Director of the Summer Institute on Writing, Reading, and Civic Education.

responsible writers do not quote other writer's ideas out of context; seek information on all points of view about a question; do not assume their readers will agree with their point of view without being given reasonable evidence; and present the results of their inquiry in a way that does not insult many possible readers.

Desirable Qualities in Communications to Public Officials or Other Citizens. Finally, writing teachers can help students learn about the major purposes for which citizens write — whether to public officials or to other citizens (Stotsky 1991d). Citizens may write to thank a public official for a good law she may have helped to pass, or by expressing sympathy to her for losing a re-election campaign. Citizens also frequently write to request information or help from their public officials. In addition, some citizens regularly gather and offer the public useful information or services, as does the League of Women Voters. Finally, citizens may write whenever they wish to other citizens or their public officials to criticize a public service and/or to advocate a position on a public issue, political party, or public figure.

If teachers are careful to observe certain professional guidelines (spelled out in Stotsky 1992), they can design a variety of classroom-based activities that give their students opportunities to participate as writers in local or national affairs (see Stotsky 1987 and 1990 for descriptions of participatory writing activities that teachers have carried out in elementary and secondary schools across the country). Indeed, teachers can help all students learn how to write succinctly, clearly, and courteously to public officials or other citizens, and with appropriate information to support their purpose for writing.

How Can Teachers Help Enhance the Quality of Public Discourse? Students should learn to see reading and writing as vital support for the most direct way that citizens can express themselves and participate in public life — as public speakers. Public speaking was the primary medium for participation in public affairs at the birth of democracy in ancient Athens, and even today public dialogue or argument is for most citizens the chief means for participating in public life. But too often public dialogue is little more than polarized or polarizing debate, with neither side genuinely listening to and learning from the other, as Ede (1991) found in an analysis of a local controversy. Language teachers can help enhance the quality of public dialogue by teaching their students how to engage in class discussions that require them to paraphrase as well as to respond to the points made by others (Katula 1991). They can especially advance the cause of improving civic discourse in this country if they teach their students certain strategies for public debate that derive from classical rhetoric: to avoid logical fallacies in developing their arguments; to construct arguments that respect the truth and demonstrate an understanding of, if not sympathy with, alternative positions; and to seek common ground in debates on controversial issues (Ede 1991; Katula 1991). Perhaps a basic speaking skill to develop in all students is their ability to generate their own questions about a topic they are studying (Stotsky 1987). All students must become active learners who know how to pursue their own curiosity and who can engage in independent critical thinking.

References and ERIC Resources

The following list of resources includes references used to prepare this Digest. The items followed by an ED number are in the ERIC system. They are available in microfiche and paper copies from the ERIC Document Reproduction Service (EDRS). For information about prices, contact EDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2852; telephone numbers are (703) 440-1400 or (800) 443-3742. Entries followed by an EJ number are annotated monthly in CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), which is available in most larger public or university libraries. EJ documents are not available through EDRS. However, they can be located in the journal sections of most libraries by using the bibliographic information provided below or ordered through Interlibrary Loan.

Butts, R. Freeman. THE MORALITY OF DEMOCRATIC CITIZENSHIP: GOALS FOR CIVIC EDUCATION IN THE REPUBLIC'S THIRD CENTURY. Calabasas, CA: Center for Civic Education, 1988.

Crenshaw, Shirley, and others. "Teaching History Across the Elementary Curriculum." SOCIAL STUDIES AND THE YOUNG LEARNER 2 (November-December 1989): 1-4. EJ 420 682.

Ede, Lisa. "Language Education and Civic Education: Recovering Past Traditions, Reassessing Contemporary Challenges." In CONNECTING CIVIC EDUCATION AND LANGUAGE EDUCATION: THE CONTEMPORARY CHALLENGE, edited by S. Stotsky. New York: Teachers College Press, 1991.

Goldman, Eric, and Terri Langan. "The Civic Achievement Award Program: Civic Learning for Adolescents through Research, Writing, and Community Service." CIVIC PERSPECTIVE 3 (Fall 1990): 7-11. EJ 428 346.

Heacock, Grace Anne. "The We-Search Process: Using the Whole Language Model of Writing to Learn Social Studies Content and Civic Competence." SOCIAL STUDIES AND THE YOUNG LEARNER 2 (January-February 1990): 9-11. EJ 420 701.

Jones, Howard Mumford. JEFFERSONIANISM AND THE AMERICAN NOVEL. New York: Teachers College Press, 1966.

Katula, Richard. "The Uses of Argument in Civic Education: A Philosophy and Practices for Our Time." In CONNECTING CIVIC EDUCATION AND LANGUAGE EDUCATION: THE CONTEMPORARY CHALLENGE, edited by S. Stotsky. New York: Teachers College Press, 1991.

Katula, Richard. THE ROLE OF COMMUNICATION AND ARGUMENT IN CITIZENSHIP EDUCATION. Paper presented at the Institute for Writing, Thinking, and Citizenship Education, Cambridge, MA, July 1987. ED 288 802.

Knight, Carol Lynn H. TEACHING FOR THINKING IN HISTORY AND THE SOCIAL SCIENCES. Paper presented at the Preconference Workshop, "What Current Curricular Trends Tell Us About General Education," held prior to the Annual Convention of the Virginia Community College Association, Roanoke, VA, October 12-14, 1989. ED 325 189.

Sensenbaugh, Roger. WRITING ACROSS THE SOCIAL STUDIES CURRICULUM. Bloomington, IN: ERIC Clearinghouse on Reading and Communication Skills and ERIC Clearinghouse for Social Studies/Social Science Education, 1989. ED 308 550.

Stotsky, Sandra. CIVIC WRITING IN THE CLASSROOM. Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education and the ERIC Clearinghouse on Reading and Communication Skills, 1987. ED 285 800.

Stotsky, Sandra. "Connecting Reading and Writing to Civic Education." EDUCATIONAL LEADERSHIP 47 (March 1990): 72-73. EJ 405 145.

Stotsky, Sandra. "Teaching Contemporary American Literature: A Professional Dilemma." In CONNECTING CIVIC EDUCATION AND LANGUAGE EDUCATION: THE CONTEMPORARY CHALLENGE, edited by S. Stotsky. New York: Teachers College Press, 1991a.

Stotsky, Sandra. "On Developing Independent Critical Thinking: What We Can Learn From Studies of the Presearch Process." WRITTEN COMMUNICATION 8 (1991b): 193-212.

Stotsky, Sandra. "Teaching Academic Writing as Moral and Civic Thinking." In CONNECTING CIVIC EDUCATION AND LANGUAGE EDUCATION: THE CONTEMPORARY CHALLENGE, edited by S. Stotsky. New York: Teachers College Press, 1991c.

Stotsky, Sandra. "Participatory Writing: What Citizens Can Write." In CIVITAS: A FRAMEWORK FOR CIVIC EDUCATION. Calabasas, California: Project of the Council for the Advancement of Citizenship and the Center for Civic Education, 1991d. ED 340 654.

Stotsky, Sandra. "Ethical Guidelines for Classroom Writing Assignments." In SOCIAL ISSUES IN THE ENGLISH CLASSROOM, edited by S. Totten and C.M. Hurlbert. Urbana, IL: NCTE, 1992.

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RI88062009. The opinions expressed do not necessarily reflect the positions or policies of OERI or ED.

Appendices

Appendix A

Obtaining the Full Text of Materials Listed in the ERIC Database

The ERIC database provides the bibliographic citation—title, author, publisher, journal title, ISBN or ISSN, and year of publication—and an abstract for each journal article or document listed. Following is information on how to obtain the full text of the journal articles and documents listed in the ERIC database.

Journal Articles Journal articles listed in the ERIC database, denoted by a six-digit number preceded by the letters "EJ", such as EJ214839, are not available full text in the ERIC database or from any component of the ERIC system at this time. The text of journal articles listed in the ERIC database may be obtained from the following sources:

LIBRARIES Many journals listed in ERIC are available in university libraries and large public libraries and can be photocopied for a nominal fee.

INTERLIBRARY LOAN If no library near you carries the journal you need, you may be able to obtain a copy of the article from another library through interlibrary loan for little or no fee.

COMMERCIAL REPRINT SERVICES Copies of many journal articles can be purchased from commercial article reprint services such as:

UnCover Company
Toll-free: (800) 787-7979
E-mail: uncover@carl.org
World Wide Web: http://uncweb.carl.org/

Institute for Scientific Information (ISI)
Toll-free: (800) 336-4474
E-mail: tga@isinet.com
World Wide Web: http://www.isinet.com

THE PUBLISHER OF THE JOURNAL If a copy of the article you seek cannot be obtained from any of the above sources, contact the journal publisher.

Documents Documents listed in the ERIC database (books, conference papers, research reports, curriculum guides, and other non-journal materials) are denoted by a six-digit ERIC Accession Number preceded by the letters "ED," such as ED415690. The full text of documents listed in the ERIC database may be obtained from the following sources:

EDRS Contact ERIC Document Reproduction Service (EDRS). Approximately ninety percent of documents listed in the ERIC database are available for purchase in paper, microfiche, or electronic format. Journal articles listed in the ERIC database are not available from EDRS.

ERIC Document Reproduction Service (EDRS)
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2852
Telephone: (703) 440-1400
Toll-free: (800)-443-ERIC (3742)
E-mail: edrs@inet.ed.gov
World Wide Web: http://edrs.com

COLLECTIONS OF ERIC DOCUMENTS ON MICROFICHE You can view and/or copy the document from microfiche at an ERIC Resource Collection. More than 1,000 libraries and other organizations maintain collections of ERIC documents on microfiche as well as other ERIC resources and services. At most such collections, any ERIC document on microfiche may be photocopied for a nominal fee. To locate the ERIC Resource Collection nearest you, call ACCESS ERIC at 1-800-LET-ERIC or search the Directory of ERIC Resource Collections on the World Wide Web at: http://www.ed.gov/BASISDB/EROD/eric/SF

LIBRARIES Some documents listed in ERIC may be available in libraries.

INTERLIBRARY LOAN Ask about this at your local library.

PUBLISHERS Contact the publisher of the item you seek.

Appendix B

Submitting Documents for Inclusion in the ERIC Database

ERIC/ChESS depends on voluntary contributors to achieve our goal of comprehensive bibliographic coverage of the literature of social studies/social science education, art education, and music education; ERIC/ChESS would like to receive new documents on topics in these subject areas. We are especially interested in documents not usually available through other information sources such as teaching guides, conference papers and speeches, state-of-the-art studies, project descriptions, bibliographies, instructional materials, and research reports.

Advantages of Having Your Document in the ERIC Database

Dissemination Documents accepted by ERIC are reproduced on microfiche and distributed to the more than 900 subscribers to the ERIC microfiche collection around the world.

Retrievability The bibliographic descriptions developed by ERIC can be retrieved by the thousands of subscribers to ERIC on-line, on CD-ROM, and on the Internet.

Publicity If you wish to sell your document, you can have its availability (together with a contact address and price), announced to users of Resources in Education (RIE), thus publicizing your document. After you have sold all of your copies, the document is still available through the ERIC Document Reproduction Service (EDRS), if permission to reproduce the document has been granted to ERIC.

Always in Print The presence of a master microfiche at EDRS, from which copies can be made on demand, means that ERIC documents are constantly available. You can always refer people requesting copies of the document to EDRS.

ERIC/ChESS Document Selection Criteria

Quality Quality is the single most important selection criterion. A document is reviewed based on its own merit and its relation to materials in the ERIC database. A document should:

> Be relevant, answering current problems, needs, and interests of users;
> contribute to new knowledge; be creative or innovative; and be timely and reflective of current education trends.

Reproducibility and Legibility Papers should be typed originals or clear photocopies. Good contrast between ink and paper is important. Colored inks, dark colored papers, and very small type do not reproduce well.

The author must sign a Reproduction Release form for each document submitted granting the ERIC system to reproduce it. Use the form on the next page (Appendix C), call ERIC/ChESS at 800-266-3815 to request a copy, or print or download a copy of the form from the Web at <http://ericfac.piccard.csc.com/reprod.html>.

Send two (2) copies of your document, along with a signed ERIC Reproduction Release form, to:

ERIC/ChESS Acquisitions
Social Studies Development Center
Indiana University
2805 E. Tenth Street, Suite 120
Bloomington, Indiana 47408-2698

If your document is not within the ERIC/ChESS subject scope, or if you are not sure which ERIC clearinghouse scope your document fits, please submit your document, along with a completed, signed Reproduction Release form, to:

ERIC Processing and Reference Facility
Acquisitions Department
1100 West St., 2nd Floor
Laurel, Maryland, USA 20707-3598